

**2022-2023
Annual Report**



New Heights Charter School of Brockton
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Introduction to the School

<i>Name of School: New Heights Charter School of Brockton</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Brockton
Regional or Non-Regional	Regional	Districts in Region (If applicable)	Brockton, Randolph, & Taunton
Year Opened	2016	Year(s) Renewed (If applicable)	2021
Maximum Enrollment	735	Enrollment for 2022-23	735
Chartered Grade Span	6-12	Grade Span for 2022-23	6-12
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist for 2022- 23	387
Number of Instructional Days during the 2022-23 School Year	180		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	7:40-2:45 (Monday-Thursday) 7:40-12:45 (Friday, Early Release)	Age of School in 2022-23	7 years old
Mission Statement: To prepare every student for college. Period.			

Letter from the Chair of the Board of Trustees

Seven years ago, the New Heights Charter School of Brockton Board of Trustees celebrated the awarding of our charter and two years later we celebrated our first five-year charter renewal. Our 2022-23 school year, marked our first full-year of in-person learning following the COVID-19 pandemic. Our students continue to amaze and excel. We celebrated our third graduation in June. Notwithstanding the challenges of Covid-19, 94% of our Seniors earned and were awarded diplomas, 35% earned an associate degree, and the entire grade completed 3,138 college credits saving our students over \$700,000.00 in future tuition costs. Our boys' basketball team won a state championship and our Girls' team made it to the semi-finals.

Students:

New Heights enrolls 735 students in grades 6-12 and our student demographics reflect an increasing geographical, cultural, and ethnic diversity that we believe contribute to a strong learning environment. This year, our third class of graduates walked across the stage and over 34% of them completed associate degrees. During our 2023 graduation ceremony, Salutatorian Sam Ricot reminded the audience and his fellow graduates that they are our final "legacy class", the first group to start in the sixth grade and graduate. He reminded his classmates that they were like the "middle child", the older children went first and made sure the doors were open, the younger children will benefit from the knowledge gleaned from those who came before, but it is the "middle child" who ensured the school knew what it was doing. And it was the "middle child" who ensured we did it well! Mr. Ricot finished his speech reminding his classmates that they are all proud phoenix and to never forget that "We ARE New Heights!" We wish this incredible group of graduates the very best as they enter the world armed with the knowledge, the friendship, and the college experience they need to change for the better, the face of the world, and following the metaphors of the evening, soar!

Facilities:

During the 2022-23 school year, New Heights applied for and received grant funds for Improving Ventilation and Air Quality. Using these funds New Heights was able to upgrade and refurbish many of our existing windows throughout the building allowing windows to open for added ventilation, thus providing more comfortable conditions throughout the school. New Heights also invested in 3 brand new school buses. The school buses make it possible for New Heights to bolster the athletics programs, after school offerings, and increase opportunities for educational field trips. Having the independence of owning and operating our own fleet of buses has made it so that New Heights is no longer reliant on outside vendors.

Academic:

At the end of the 2022-23 school year, New Height' students completed over 3,138 college credits, a savings to our students and their families of over \$700,000.00. For the first time in a year, all our students returned to New Heights for in-person learning and many of our students returned to in-person instruction on the Massasoit Community College ("MCC") campus.

We are committed to assessment driven, standards-based instruction, differentiated to meet student variability in the flexible grouping classroom to provide students with the knowledge and skills needed to be college ready. We used NWEA MAP and MCAS to target skills in identifying Key Ideas and Details in both reading and mathematics domains. Covid and remote

learning mandates had a profound impact on our students' academic performance, particularly grades 6 through 10 causing many of our students' RIT scores being below national averages, we did see notable progress in Grade 7 Math and Grade 9 ELA. In Fall 2021, the Grade 7 mean RIT score in mathematics was 208 and rose to 213.7 in the winter. In Fall 2021, the Grade 9 mean RIT score in English Language Arts was 212.5 and rose to 217.6 in the winter. In Fall 2021, 39 students were at or above grade-level in Grade 9 English Language Arts, and by Winter 2021, 51 students tested at or above grade-level. During the year, our teachers were trained to use more on-the-spot formative assessments during lessons and helped scholars implement personalized strategies and learning skills to access curriculum. For example, students in our Math lab and ESL classes used IXL and teachers helped build individual skills plans to help all scholars extend their numeracy and literacy skills. As of June 2022, our leadership team can analyze average growth by grade and student to inform unit development and school-wide systems of support and interventions.

Families and Culture:

At New Heights Charter School of Brockton, we believe that the wisdom of the group is greater than that of the individual. Open and honest communication is encouraged and celebrated, and individuals understand their value and importance and that they are one part of the greater whole. Different viewpoints, creativity, and innovation are encouraged, expected, and respected. At New Heights it is common to hear our staff commenting that we have the best families ever. To ensure that every stakeholder, especially our families, is included in the decision-making process and culture of our school, our principal along with other Leadership team members holds a weekly Family Forum on Zoom. Each week, families are provided school and community updates and are given the opportunity to ask questions. In May, for Mental Health Awareness Month, the School Adjustment Counselors invited representatives from BAMSI (Brockton Area Multi- Services Inc.) and CCBC (Community Counseling Bristol County) to this Forum to present local area resources and information regarding mental health to our families. Parents often reach out to ask how they can help our school community, including several parents that forward grant opportunities provided through their companies and serve as volunteers throughout our school day. This year, we invited our families into our building for our Winter Music Showcase titled "*Anonymous Souls*", where our scholars and staff performed musical selections using African djembe drums and recited poetry to an audience of their families. With a new basketball court and gymnasium, we have been able to host a College Fair, Science Fair, Civics Fair, School Dances, Chess Tournament, Turkey Give-A-Way, Holiday Toy Drive, free Basketball Training for girls aged 8-18, countless Basketball Tournaments and local Basketball Leagues.

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

Sincerely,

Michael J. Sullivan

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Program Description

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

Table 1: Demographics

NHCSB Enrollment by Race/Ethnicity (2022-23)		
Race	% Of District	% Of State
African American	87.9	9.4
Asian	0.5	7.3
Hispanic	6.6	24.2
Native American	0.1	0.2
White	0.8	54.4
Native Hawaiian, Pacific Islander	0.3	0.1
Multi-Race, Non-Hispanic	3.8	4.4

Key Design Element #1: We Go to College Culture

The overarching goal of cultivating a college-going culture at New Heights is for all students to be prepared for a full range of post-secondary options through structural, motivational, and experiential college preparatory opportunities. We have established a “We go to college” culture and removed barriers to help our scholars access post-secondary education. This year we hosted our first college fairs at our school. In October we welcomed representatives from over fifty colleges and universities to our gymnasium and invited all our scholars to ask personalized questions about academic programming, campus life, and more. Our Transition Coordinator and

Academic Counselors also collaborated with uAspire to support completion of FAFSA and financial planning for college. Every year we plan a “mini-mester” sequence which helps communicate explicit goals of college preparation. Teachers and liaisons were trained to incorporate a college-readiness rubric into all their lessons and scholars were given consistent feedback to develop necessary skills. Through conversations with our scholars and results from our June 2022 climate survey, we understand that not all students come to school with the hopes of attending college at a 4-year university.

This year we worked closely with our partners at MassHire and other organizations to diversify our elective class offerings. Juniors and Seniors were able to enroll in high school classes like Entrepreneurship, Community Service, Education Internship, and Media Moguls to build the skills necessary to join the workforce and trade schools after high school.



Recognizing the importance of early



college experiences and enrichment opportunities, NHCSB began its Early College programming in the summer months through a Summer Bridge Program offered to all high school students. Rising 9th graders participated in the “Welcome to Early College” Bridge program where students became familiar with themselves as future college students, gained communication and leadership skills, and worked collaboratively in team-building activities. Our rising sophomores were able to enroll in the “Bear Heights” program offered in partnership with Bridgewater State University. As a Bear Heights participant, our students had the opportunity to explore majors, and career opportunities and meet college faculty on the Bridgewater State campus. To further emphasize the importance of college immersion, all rising juniors and seniors had the opportunity to visit regional colleges and universities through the summer months.

Culturally Responsive Teaching:

Our entire professional school community engaged in Culturally Responsive Teaching (CRT) practices professional development in a variety of ways. All student-facing staff participated in

monthly Safe and Supportive Learning Environment professional development that included anti-bias self-evaluations, direct instruction on the history and construction of race and the way it impacts education, and specific CRT practices that can be utilized to remove marginalizing barriers to positively impact the schooling experience for all students. A smaller CRT focus group engaged in a series of instructional rounds to review best practices within the classroom throughout the entire school. They reviewed areas for growth and created a strategic plan for improvement. A group of teachers interested in learning CRT more closely participated in the CRT Academy centered in Ghoddy Muhammad's "Cultivating Genius", and received targeted instruction, instructional rounds, and individual classroom observation feedback regarding CRT implementation and best practices. Additionally, a self-guided CRT Professional Learning Community engaged in guided discussions surrounding Gloria Ladson Billings's "Culturally Relevant Pedagogy".



Culture Team:

A new team established this year is the Culture Team, composed of support staff that help students

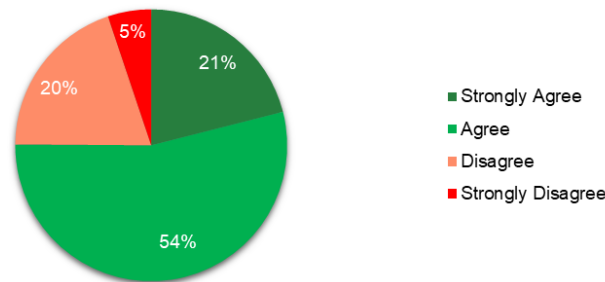


with compassion, accountability, reflection, and empowerment through various school-wide community events, specific group programming, and day-to-day classroom support. During Community Days, the entire school community (staff and students included) participate in physical activities centered around joy, positive relationship building, celebrating scholar success, and spreading school spirit. During and after school programming include Boys' Group, 'Fortitude' (girls' group), Hair & Nail club where scholars learn aesthetician skills, Youth Leadership Institute, and the "Life Skillz Speaker Series",

where high-school young men hear from local community leaders on topics including financial literacy, entrepreneurship, and leadership development. Through the Culture Team's initiatives, our scholars were empowered to reflect, dream, and reach for new heights.

Table 2: Student Climate Survey Response

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



Key Design Element #2: Early College Design

As a wall-to-wall Early College school, NHCSB has the goal of providing all our high school students with the opportunity to earn at least 12 college credits and to do so, we emphasize our established PACK (Presence, Academic, Conduct, Knowledge) skills and measures to identify students' preparedness for college. This year posters were created for each of our middle and high school classes for a visual representation of the PACK skills with examples of each for students to see daily, and PACK rubrics were distributed to all grade-level leads. Utilizing the rubric, teachers and advising staff were able to determine readiness based on a broad score range of 25%, 50%, 75%, or 100% ready. The shift in assessment was a direct result of an increase in students earning incompletes, withdrawing, or failing college classes. Along with agreed upon multiple measures from Massasoit Community College, the emphasis on PACK skills allows NHCSB Early College staff, advising staff, and teachers to better assess the readiness of all students in grades 9-12 and offer multiple entry points for enrollment in college classes. In addition, by considering positive P.A.C.K. skills, staff were able to offer students the incentive of participation in extracurricular activities, leadership roles, community service, and internships once certain benchmarks were met.

In line with our commitment to continuous improvement, NHCSB made several data-informed changes and improvements to the early college design this year to enhance the program's effectiveness and our student outcomes. This year, many of our high school students were identified as “not college ready” or at-risk of failing college courses. To better equip students with the necessary skills and knowledge to succeed in college and beyond, we implemented the following:

- New Early College Supports:
- Academic Success Coach

- Students identified as at risk academically were assigned to an Academic Success Coach during the winter session. Students were determined to be at risk if they failed one or more courses, withdrew from one or more courses, or remained in danger of failing for most of the semester.
- The Academic Success Coach met with students weekly to discuss academic progress and support access to college tutoring or facilitate access to other on-campus resources throughout the spring semester.
- The Coach also communicated weekly with the parents and guardians of these students to ensure that information and updates were given frequently. This supported students in remaining true to their success plans.
- After School
 - All students taking college classes could remain after school to receive extra support. This support was provided daily from 2:45-5 PM with a liaison.
- Behavioral Support
 - An administrator from our 6-12 campus was moved to the MCC campus to monitor and address any unscholarly behaviors exhibited by students there. Behavioral concerns from the college staff dropped significantly once this intervention was implemented.
- Winter Session Intervention
 - Students at risk of not being successful in the early college program were given an intervention instead of a college course during winter session. The intervention was run by the Academic Success Coach.
 - Students were determined to be at risk if they failed one or more courses, withdrew from one or more courses, or remained in danger of failing for most of the semester.
 - During winter session, they attended a P.A.C.K. and college readiness skill building workshop daily that culminated in a reflective presentation that facilitated students developing an academic success plan for themselves in the coming semester.
 - Of the 11 students enrolled in the Winter Session Intervention, 10 were able to maintain a C+ or higher in their spring semester and only 2 received early alerts from the college professors, which indicate they remained at risk for failing. This means that 91% passed their college class with a C+ or higher after the intervention, and 82% were no longer considered at risk during any point in the Spring semester compared to 100% at risk, withdrawn, or failed in the Fall.

During the 2022-2023 school year, NHCSB students in grades 9-12 earned over 3100 college credits bringing total the accumulation of credits over the last 7 years to nearly 12,000 and a tuition savings of over \$2,400,000.00.

Dual Enrollment:

Students begin taking college courses as “Dual-Enrollment” students once they are identified as academically prepared and ready for the challenge. When a student demonstrates the necessary skills for success in college-level coursework, they are enrolled in college courses at that point. The determination typically occurs in the 9th or 10th grade and they are enrolled in elective or pre-requisite courses such as Speech Communications, Modern Language, and English Comp I. Dual-Enrollment students are typically enrolled in one or two college classes per semester. If a student is deemed not yet prepared for the rigors of a full college course load on campus by their junior year, they may continue the Dual-Enrollment track throughout the 11th and 12th grade until they are ready. The Dual-Enrollment track allows them to gradually build their skills and knowledge while still earning college credits. Dual-Enrollment college courses are typically offered on our high school campus where a professor offers instruction in-person or virtually via Zoom. This year, a total of 37 Dual-Enrollment college courses were offered to 174 students on the Dual-Enrollment track in grades 9-12 (40 Seniors, 35 Juniors, 44 Sophomores, and 55 Freshmen).

Early College:

Once students demonstrate the knowledge and skills required to successfully complete developmental and/or freshman level college courses, typically at the start of 11th grade, they begin taking a full college course load on the Massasoit Community College campus with college professors. Like Dual-Enrollment courses, NHCSB Early-College teachers serving as Liaisons participate in all Early-College courses, with the Early-College students, to keep abreast of the college course content. Early-College students are also scheduled for College Companion Courses for support, supplemental instruction, and individualized tutoring by the Liaisons. Early-College students are also encouraged to utilize the college’s support services including the Academic Resource Center, library, and computer labs when needed. This year we had 116 students (44 Seniors, 56 Juniors, and 16 Freshman) on the Early-College Track.

A-Plus Pathway: 5th Year Pilot Program:

The 2023 A-Plus Pathway gave NHCSB students the option to continue receiving support and services from NHCSB for an additional year. This year the pathway consisted of 2 tracks. In the traditional pathway, scholars had the opportunity to enroll in college-credit-bearing courses to complete a Liberal Arts Transfer Degree at Massasoit Community College. In the alternative pathway, scholars enrolled in an Occupational Training Certificate Program in a career area of their choice and completed college-credit-bearing courses that were applied towards their Liberal Arts Transfer Degree from Massasoit Community College.

We had nine students commit to the program this year. Four students enrolled in the traditional track and five students enrolled in the alternative track. In May 2023, two students in the traditional track complete all the courses needed to obtain this Liberal Arts Transfer degree from Massasoit Community College. As for the alternative track, two students completed their Occupational Training programs. One student completed the Private Security Certificate from Massasoit Community College and the other completed the Banking and Finance Program with MassHire Greater Brockton Workforce Board, receiving the following three industry-recognized certificates from the American Banking Associations: 1. ABA Customer Service Representative Certificate, 2. ABA Bank Tellers Certificate, and 3. ABA Universal Banker Certificate. Lastly, one student is currently taking summer courses to complete her degree and two students are still actively pursuing their Banking and Finances program certificates.

A-Plus students had the opportunity to work and learn independently, while developing social and emotional skills that propelled them through college courses and helped them to develop relationships and motivation from the peer-to-peer interactions outside and within the NCHSB community. Eight students completed thirty hours or more of community service through the program.

Advanced Courses:

Table 3: Advanced Courses Academic Year 2020-21

Source: School and District Profiles

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

Table 4: Advanced Courses Academic Year 2021-22

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject							Ch 74 Secondary Cooperative Program
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects	
All Students	200	198	99.0	69.5	51.0	45.5	13.5	70.0	35.0	79.0	0.0
Male	97	97	100.0	66.0	55.7	40.2	15.5	68.0	39.2	77.3	0.0
Female	103	101	98.1	72.8	46.6	50.5	11.7	71.8	31.1	80.6	0.0
High needs	141	139	98.6	68.8	51.1	39.7	14.2	67.4	29.8	80.9	0.0
English learner (EL)	16	16	100.0	62.5	31.3	18.8	12.5	62.5	43.8	68.8	0.0
Students with disabilities	24	24	100.0	70.8	33.3	16.7	8.3	45.8	16.7	95.8	0.0
African American/Black	179	177	98.9	66.5	50.8	45.8	11.2	70.4	35.2	77.1	0.0
Hispanic or Latino	15	15	100.0	93.3	60.0	53.3	33.3	73.3	46.7	93.3	0.0
Multi-race, non-Hispanic or Latino	3										
White	2										
Native Hawaiian or Pacific Islander	1										
Low income	124	122	98.4	69.4	50.8	39.5	14.5	69.4	29.0	81.5	0.0

NHCSB was fortunate this year to be able to offer college classes to a greater number of students. All but 2 12th graders and 11th graders took 2 college classes in the fall where in the past we have only offered one. These students were also offered the opportunity to take those classes on the college campus and return in the afternoon to attend their high school courses.

Being on the campus increased student success in the 11th and 12th grade Dual-Enrollment program, allowing us to offer most Dual-Enrollment students 1-2 courses in the spring, increasing advanced course completion. Additionally, we offered many of our 9th grade students their first language class as a college course with our world language teachers as liaisons. These students also experienced success.

Key Design Element #3: Professional and Community Development:

NHCSB fosters professional and community development through data informed professional development to support and engage all staff, scholars, and community members. Professional development occurs once a week for two hours. We believe every opportunity together is a chance for professional growth. Professional development also takes place in small group workshops, PLCs, department meetings, grade-level team meetings, and coaching. Facilitating bi-weekly, data and research driven professional learning communities allows teachers to look at student work and analyze the effectiveness of their teaching and curriculum. It also encourages teachers to experiment and improve their instructional practices while using student output to determine the effectiveness of their interventions. By focusing on student products, teachers and administrators can strengthen instructional practices based on specific student needs. Furthermore, this year we tailored professional development more closely to the needs of our teachers. For example, in January the Principal and Associate Principals developed five sessions which allowed our staff to self-select areas of interest. These sessions included topics like scaffolding up and annotating texts, along with a vendor-provided training for Unified Insights and a look at classroom data. These professional development sessions created a sense of efficacy and community with staff that allows for enhanced instructional practices to be built and supported by the community.

NHCSB fosters a sense of belonging and creates opportunities for interaction and collaboration between the school and the communities it serves. This year, staff attended resource fairs, where they were able to connect with community-based organizations, local businesses, and community members to promote the school and share information, resources, and support to students and families. Additionally, NHCSB hosted community events to bring students, families, and community members together including: NHCSB open houses, Multicultural Night, academic showcases, College/Career fairs, and holiday giveaways to address community needs. NHCSB also demonstrates its commitment to community engagement with Executive Leadership joining boards and committees that focus on improving community well-being and education. By joining these boards, the school actively contributes to decision-making processes, advocates for the needs of students and families, and collaborates with other community leaders to create positive change.

Amendments to the Charter

Date Submitted	Amendment Requested	Pending or approved?
February 7, 2023	New Board Member	Approved
April 6, 2023	New Board Member	Approved

Access and Equity: Discipline Data

This year our leadership team continued to support all teachers in building strong relationships in the classroom and developing a safe and supportive learning environment for all scholars. New Heights Charter School aims to hold scholars to high academic and behavioral expectations by positively reinforcing the scholarly behaviors we want to see in the classroom. Staff used the interactive behavior guide on PBIS World to identify possible interventions to support specific behaviors with the goal of keeping scholars in the classroom. Additionally, a Whole-Child Support Team was created to support grade-level teams with Tier 2 and Tier 3 supports. Our District Curriculum Accommodation Plan includes behavioral and social-emotional support for all scholars and our goal is to introduce a menu of just right support to all scholars next year.

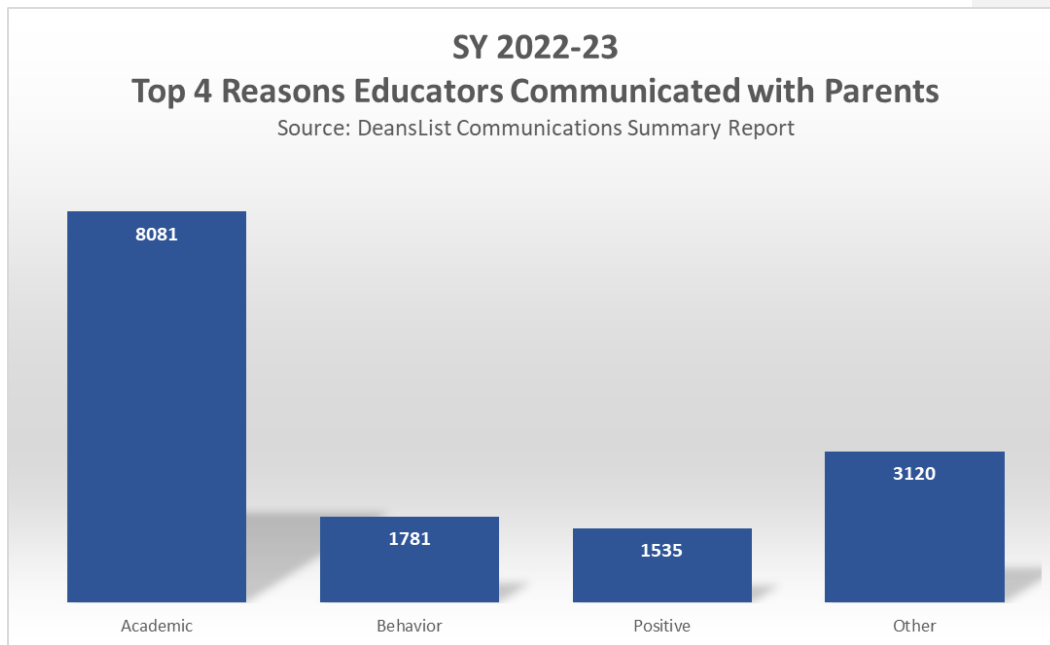
New Heights is committed to the Restorative Practice initiative to ensure diversity, equity, and inclusion in our school community. This year our Deans of Students and members of our Culture Team attended training with Suffolk University's Center for Restorative Justice. As we see an increase in physical violence and peer conflicts, we focus our approach on rebuilding relationships and teaching conflict resolution strategies using a restorative circle and mediation. In the future, we hope to train all our teachers in Tier 1 restorative practices.

[2021-22 Student Discipline Data Report](#)

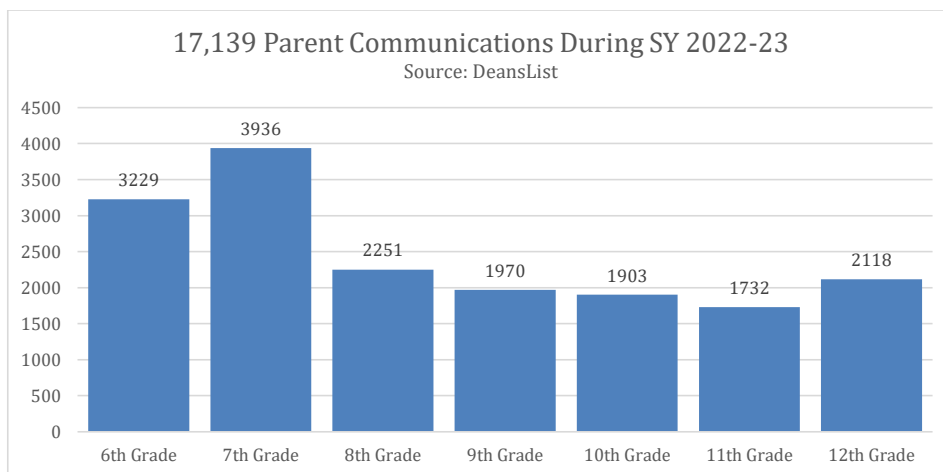
Reduction in Suspension Rates:

Based on the School Safety and Discipline Report (SSDR) data reported to the Department by the school district, during the 2017-2018 and 2018-2019 school years, New Heights Charter School, as a district, suspended students with disabilities (SWD)/IEPs for more than 10 school days greater than 5 times the state rate for two consecutive years. To increase student connectedness, motivation, and instructional minutes, teachers received professional development on Universal Design for Learning and classroom management strategies to support all learners within the classroom. To support students with disabilities with decision-making and de-escalation, New Heights added paraprofessionals and additional support staff, like Outreach Workers, to support students in the classroom and support differentiation. Paraprofessionals were trained during department meetings to support students in the classroom, to support differentiation, to provide students with specific and targeted behavioral interventions, and to support small group tutoring. Starting in the 2022-2023 school year, a team of administrators and teachers will meet monthly to regularly review grade-level and schoolwide behavioral data and identify interventions to support student's behavioral regulation. With a goal to decrease student behavior infractions and prepare all students for college, we have incorporated regular presentations and conversations around behavior, attendance, and grades to support our college-going culture.

SY2022-23 NHCSB	All Students	SWD	ELL
Total Number of Students	720	82	132
%	100%	11%	18%
Total Out-of-School Suspensions	48	8	11
%	100%	17%	23%



Grade-level teams, led by a grade-level teacher leader, were supported in August and September to develop, and implement developmentally appropriate positive behavioral intervention systems to teach prosocial behaviors through immediate, consistent feedback and praise. For example, our sixth-grade team used scholar dollars to reward positive behaviors like class preparedness and on-task attention. Sixth graders could then purchase small items at a weekly school store. In the classroom, teachers were trained to set, clarify, and reinforce clear expectations for a scholar's success in classes. If a scholar does not meet the expectations of the classroom, they could expect the teacher to take the time (when appropriate) to determine what the scholar needs to be successful in class. This may require a collaboration between teachers, parents, and support staff. In addition, teachers were encouraged to communicate with families focusing on student-first and positive feedback. This communication was documented in DeansList and discussed at grade-level meetings monthly.



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

The Culture Team developed several systems to monitor discipline data. Below is a list of strategies used by the Culture Team, which included Associate Principals, adjustment counselors, and academic counselors, to ensure a holistic approach to student success.

DeansList

- Included IEP/504 identifiers.
- DESE alignment about our referral categories.
- Included documentation of prior (Tier1) Teacher Interventions
- Updated intervention list to include progressive discipline model.
- Digitally aligned PBIS program for use as a pilot program at the middle school level
- Discipline Data sharing with Panorama
- Teacher Documentation formally identified as conduct updated to reflect as a communication entry.

Dean Referral Table

- Revised and updated to better support and model a progress discipline vision.

Development/Implementation of a Student Success Center

- Academic Counseling
- Reflection protocol
- Afterschool provided tutoring within our SSC.
- Weekly High School / Middle School update meetings
- Assigned Classroom Level SSC Support
- Regularly supervised alternatives to suspension i.e., Lunch Detention, Afterschool Detention
-

PBIS

- Implementation of a middle school pilot positive behavior token system
- Implementation of Grade Level professional development supporting Tier 1 Behavior Intervention Strategies
- Addition of a Culture Coordinator at both the Middle School and High School level

MTSS

- Whole Child Study Team Meetings
- Development and Implementation of Scholar Success Plans (tier 2/3 intervention plans)
 - Academic
 - Behavior
 - Social-Emotional
- Implementation and Development of Individualized Behavior Intervention Plans

Quiet Lunch

- Small Group
- Alternative Location

SEL

- Alignment of an SEL program for our Middle School level students (Character Strong)
- SSC Middle School weekly update meetings with Academic Counselors and School Adjustment Counselors
- SSC High School weekly update meetings with Academic Counselors and School Adjustment Counselors
- Restorative / Reflective Conversations facilitated by members of the SSC.
- Implementation of Mediation

Processes and Protocols

- Implementation and Development of a Support to Classroom Protocol

- Implementation and Development of a Multi-Tier Discipline Flow Chart
- Implementation and Development of Suspension Paperwork Protocol
- Manifestations / FBA
- Implementation and Development of Community Service Referral Protocol
- Implementation and Development of Homeless / In Need Referral Protocol

Training

- Two Building Level Crisis Prevention Institute “Trainers”
 - The Culture Team trained in...
 - CPI Nonviolent Crisis Intervention Training
 - Verbal Intervention Training
- Dean Level Discipline Training
- Navigate360 De-Escalation: How to Diffuse Aggression Course (Culture Team)
- MTSS Tier 2 Whole Child Study Team Student Success Plan process training
- Attendance at DeansList Conference

Data

- The Culture Team regularly reviews discipline data, attendance data, and protocols.
 - Middle School
 - High School
- Weekly Discipline Dean of Students / Associate Principal meetings
 - Protocol
 - Data
 - Events
- Weekly HS/MS Dean of Students / SSC Coordinator Meetings (Tier 2/3 Student Update)
- PowerSchool alert added for MLL scholars.
- Weekly grade level Dean of Students/SSC member meetings (Tier 2/3 Student Update)

2021-22 Student Discipline					
New Heights Charter School of Brockton's Student Discipline Data Report					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	761	65	5.5	4.5	0.0
English Learner	116	14	6.9	7.8	0.0
Low Income	511	50	6.1	5.7	0.0

Students with Disabilities	76	14	11.8	10.5	0.0
High Needs	580	57	6.0	5.7	0.0
Female	385	26	4.7	3.4	0.0
Male	376	39	6.4	5.6	0.0
American Indian or Alaska Native	1	0	0	0	0
Asian	4	0	0	0	0
African American/Black	670	55	5.1	4.8	0.0
Hispanic/Latino	56	5	0	0	0
Multi-race, Non-Hispanic/Latino	17	3	0	0	0
Native Hawaiian or Pacific Islander	2	0	0	0	0
White	11	2	0	0	0

Dissemination Efforts

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)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Early College Model	School visit	Executive Director, Assistant Executive Director, School Principal	Phylitia Jamerson, Director of Early College for the state of MA	Gained an understanding of our unique program and the aspects of our school that made our model work
Early College Model	Virtual meetings	Assistant Executive Director, School Principal	Veritas Prep	Sharing of best practices focused on Student and Parent engagement
Early College Model	School Visit	Executive Director, Assistant Executive Director, School Principal	Fenway High School	A comprehensive overview of the components of our model that contributed to the success of our program and made our school's model effective.
Early College Model	Daylong event on MCC campus where staff from two potential early colleges in MA toured college classes and CCCs	Executive Director, Assistant Executive Director of Early College	MCC, Dearborn STEM Academy, North Quincy, and Quincy High School, and RTI	Visiting schools were able to observe our liaisons in action, speak directly with a panel of staff and students to better understand the challenges they may face with their growing EC programs, and left with information on

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)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
		Pathways, School Principal, AP of Early College Access, Dean of Early College		how our partnership with our partner school operates.
Early College Model	Presentation	Executive Director, Assistant Executive Director, School Principal	A Dream Deferred College Board National Conference	Offered an overview of the NHCSB wall-to-wall Early College Model with a focus on College Companion Courses and Liaisons serving early college high school students.
Whole School Model	Virtual Meeting	Assistant Executive Director, Enrollment Coordinator	City of Brockton Health Equity Task Force	Provided an overview of the school, services and resources to local school districts and community partners.
Early college counseling model	Conference	Lead Academic Counselor, Academic Counselor grades 9 and 10, Academic	NPEA's 2023 Conference Other conference attendees	We shared how we schedule students and how we determine college readiness

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)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
		Counselor grades 11 and 12		
Early college counseling model	Conference	Lead Academic Counselor, Academic Counselor grades 9 and 10, Academic Counselor grades 11 and 12	2023 MASCA Annual Conference Other conference attendees	We shared how we schedule students and how we determine college readiness
Early college model	DESE Early College Convening	Assistant Executive Director	MA Designated Early College Schools and partner IHEs	Presented an overview of the NHCSB wall-to-wall Early College Model with a focus on Student Supports
Early College model and whole school model	RTI Conference	Executive Director, Asst Executive Director, Principal, Director of Early College Partnerships, Director of Special Projects	NHCSB staff attended the Annual RTI Early College Conference - attendees included schools thorough NC	NHCSB met with teams from North Carolina and Massachusetts programs to share best practice and build partnerships. Executive Director gave presentation during a breakout session on Early College leadership

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)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
College-Going Culture and Developing College Ready Skills	MCNC, California & New Jersey	Director of Early College Partnerships, Executive Director	High schools from around the country including several in New England	Schools were able to integrate some aspects of our college-going culture into their growing programs to support and promote college ready skills in addition to the student success plan and the college companion courses

Academic Program Success

Student Performance

2022 School Report Card

All Students:

This year we used the NWEA MAP Math and Reading exams to track student achievement. We did not use any standardized exams, other than MCAS, to track achievement in Science. We did not use MAP to test the 11th and 12th Grade classes as most students in those classes were taking Math and ELA at Massasoit Community College. (See Appendix E, Tables E.1 and E.2)

Because of poor correlation between our students' achievement and growth on MAP exams with their achievement and growth on MCAS exams, we are working on other non-State standardized exams we can use to track student growth and achievement throughout the year in future years.

Although average achievement remained below the National Grade Level Norms calculated by NWEA in 2020, all grades saw growth in their MAP Math scores between Fall and Spring (Tables E.7 and E.8). Growth from Fall to Spring improved for the cohorts of the Class of 2028 and Class of 2026, although both growth and achievement on the MAP Math exam was still below National Grade Level Norms (Table E.10). While Fall to Spring growth was less this year than last year for the Class of 2025, their growth both years was on par with the National Grade Level Norms, and lower growth is expected at higher grades on the MAP assessments.

The Class of 2027 had anomalous scores on the Spring 2022 MAP Math exam (Tables E.7, E.8, E.9, E.10). Their scores appeared to have increased by an astonishing 12.4 RIT points, nearly twice the average of National Grade Level growth for their grade (Table E.10). But this was not correlated with their performance on the MCAS exam in the Spring of 2022, where they scored an average of 475. Therefore, we did not consider the data from that exam to be reliable and so are unable to analyze their trend. Their growth on MAP did decrease compared with their growth 2 years previous, but this decrease was less than the decrease of other National Grade Level Norms growth between 6th Grade and 8th Grade (Table E.10).

All Cohorts achieved greater growth on the MAP math exam this year than the cohort ahead of them did last year (using the average between the 5th Grade growth and 8th Grade for the Class of 2027's 7th Grade growth because of the anomaly observed in the preceding paragraph), except for the Class of 2026 (9th Grade) (Table E.10). However, the Class of 2026 started at a lower MAP Math RIT score in the 8th Grade Fall MAP exam than the Class of 2025 had in their 8th Grade Fall MAP exams (Table E.8.). The Class of 2026 achieved greater growth than the Class of 2025 in 8th Grade (two years ago) and at the end of 9th Grade ended up with the same level of achievement as the Classes of 2025 and 2024 had on the Math MAP exam at the end of 9th Grade. Therefore, we conclude that progress was made in academic achievement for all grades during the 2022-23 school year. Grades that did not have as high achievement as the previous year started at a lower place than the previous cohort had and achieved greater growth.

All grades except 6th and 10th saw growth from Fall to Spring on the MAP Reading exam (Table E.11). All grades scored below the National Grade Level Norms calculated by NWEA in 2020. The lack of growth on the MAP Reading exam in 6th Grade was nearly identical to the previous two cohorts lack of growth in 6th Grade (Tables E.12 and E.14). The drop in performance on the 10th Grade exam is an artifact caused by so many 10th Graders qualifying for English courses at Massasoit Community College midyear. As a result, only 28% of the 10th Grade students who took the MAP Reading exam in the Fall took it again in the Spring (Table E.2). The 72% who did not take it were the higher performing ELA students in their grade—those who qualified for college level ELA classes. Because of this, the non-MCAS standardized exams we administered are not capable of determining whether progress was made in academic achievement in ELA for the 10th Grade. We eagerly await the 10th Grade ELA MCAS scores to see whether the Class of 2025 continued to grow their achievement in ELA at the exemplary rate the MAP Reading exam indicated they grew during 9th Grade.

The Fall to Spring growth on the MAP Reading exam by the Class of 2026 and 2028 was greater than the National Grade Level Norms for their grades (Table E.14). The growth of the Class of 2028 in 7th Grade was on par with that of the Class of 2027 in 7th Grade and their achievement in both 6th Grade and 7th Grade was lower than that of the Class of 2027. However, it appears they did not experience the same learning loss over the Summer between 6th and 7th Grade that the Class of 2027 did, resulting in the Class of 2028 significantly closing the achievement gap between them and the previous cohort (Table E.12). The Class of 2026 not only grew faster than the National Grade Level Norms for two years in a row, they grew faster in 9th Grade than they did in 8th Grade (Table E.14). This is particularly noteworthy as the norm is for growth on the MAP Reading exam to decrease steadily at higher grade levels.

Although the Class of 2027 did show growth from Fall to Spring on the MAP Reading exam this year, and although their growth was greater than that of the National Grade Level Norms the previous year in 7th Grade, this year in 8th Grade they showed less growth than they did 7th grade, less growth than the previous cohort had in 8th Grade, and less growth than the National Grade Level Norms (Table E.14). Their achievement RIT scores were also lower in 8th Grade than those of the Class of 2026 (Table E.12).

Therefore, according to our analysis of the MAP Reading exam data, progress in ELA academic achievement was made in 7th Grade and 9th Grade this year.

Students with Disabilities

Most grades saw progress from in the academic achievement of their students with disabilities in both Math and ELA according to MAP exam data (Tables E.15 and E.16). It is worth noting that the number of 6th Grade students with disabilities taking the exam in the Spring was much higher than in the Fall, making the two scores incomparable (Tables E.3 and E.4). Spring and Fall scores were also incomparable for students with Disabilities in 9th and 10th Grade because their participation rate was much lower in the Spring, especially on the MAP Reading assessment.

English Language Learners

All grades saw progress from Fall to Spring in the academic achievement of their English Language Learners on the MAP Math assessment, although the number of 6th Grade ELL

Students participating in the Spring MAP assessments was so much higher than in the Fall that those scores are not comparable (Tables E.5 and E.17).

Scores between the Fall and Spring MAP Reading assessments of 6th, 8th, 9th, and 10th Grade ELL Student are not comparable because the number of students participating varied so widely (Table E.6). 7th Grade ELL Students made progress in academic achievement according to MAP Reading exam data (Table E.18).

Program Delivery

Instruction:

This year the Principal, Associate Principals, Instructional Leadership Team, and other members of the community helped build a common understanding of high-quality instruction. An instructional focus was developed after reviewing 2022 MCAS and NWEA MAP proficiency scores. Content departments then determined appropriate scaffolds and teachers were trained during professional development to use expected instructional practices to support all students in the classroom. These instructional practices include teachers regularly using collaborative structures to further student learning, posting content and language objectives, referring to these objectives during instruction, starting every lesson with a Do Now followed by a mini-lesson and student work time, and assigning exit tickets at the end of the lesson to assess student learning. We believe that high-quality instruction focuses on data- driven instruction and offers strong Tier 1 support for all students, whether through differentiation, flexible groupings, flipped classrooms, blended learning, or scaffolding.

In the 2022-2023 school year, we used a common Instructional Rounds Protocol and developed a checklist for high-quality teaching and learning. A school-based instructional team developed a Look-Fors rubric that was provided to all teachers. Elements of the rubric mirrored the Massachusetts Teacher Evaluation System and indicators of success were described to promote high-quality instructional practices. For example, evidence of Well-Structured Units and Lessons included “Students are learning the strategies and skills needed to be college ready; skills: note taking, time management, goal setting, using unstuck strategies.”

Teachers were also trained to support students using effective co-teaching strategies. After attending a DESE professional development in late 2022, we employed Savannah Flakes to help develop a co-teaching Professional Development sequence for our teachers. Due to our rising numbers of students with disabilities and English Language Learners, we added many co-taught classes to our master schedule. It is our expectation that classes have two dynamic educators working together collaboratively to teach scholars and facilitate learning to increase the accessibility of content and grade level standards and increase achievement for ALL students.

Curriculum:

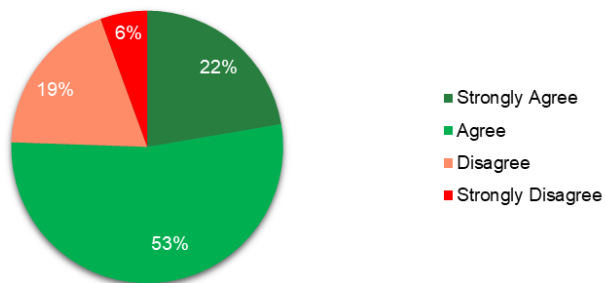
This year DESE awarded us with a Deeper Learning Grant totaling \$19,000. This grant is specifically designed to enhance our history department and promote deeper learning experiences among our students. Specifically, we will use the grant to enhance our middle school history curriculum. We will also use the grant to provide professional development opportunities among our teachers. Teachers will be trained to implement project-based learning experiences and inquiry-based approaches for instruction.

New Heights Charter School provides students a comprehensive education by implementing a high-quality curriculum. Our curriculum includes the following components:

1. *Clear learning goals and objectives:* Every teacher plans for and articulates clear content and language objectives in all lessons. These objectives are bite-sized, specific, and measurable.
2. *Alignment with Standards:* All curriculum is aligned with the Massachusetts Curriculum Frameworks. This ensures that students are learning the necessary knowledge and skills for their grade level and subject area.
3. *Differentiated Instruction:* Our curriculum considers the diverse needs and learning styles of students. It is flexible enough to provide students with numerous opportunities and various pathways to meet the expectations of the standards.
4. *Ongoing review and improvement:* Based upon feedback from educators and students as well as data reviews, NHCSB continuously reviews curriculum for the purpose of improving instructional practice.

By implementing a high-quality curriculum, NHCSB provides students with a solid foundation of knowledge, critical skills, and problem-solving so that they are well-prepared to meet the demands of college.

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



Assessment and Program Evaluation:

During the 2022-23 school year, we implemented new curricula for both ELA and mathematics. In ELA we implemented Houghton Mifflin McDougall's "Into Literature" and in mathematics we implemented "Agile Mind". We chose these resources because of their alignment with standards and because they enhanced opportunities for student engagement and provided access points for all learners. Teachers engaged in professional development led by coaches and Associate Principals to help them unpack the curriculum and strengthen the implementation of the materials. Together, teachers and department leads collaborated to map the new curriculum

and identify learning objectives and content coverage. During department meetings, teachers received coaching and collaborated with their peers to ensure effective delivery of the curriculum. The new curriculum has successfully integrated technology and resources into the teaching and learning process. Because of this, students are strengthening their digital literacy skills. The implementation of the new curricula has strengthened our instructional model.



New Heights Charter School has celebrated three graduating classes and now has more than 130 alumni who have graduated from high school with an associate degree. It is a priority for the program to continue to have a minimum of 50% of our graduating classes earn an associate degree. This year we prioritized multiple measures as we collaborated with our college partner to determine more students who were prepared for college classes. Numbers have not been determined at this time, but we believe that in 2022-2023, we will grow our Early College student numbers by another 40-50 students in hopes of providing more access to the associate degree at graduation day.



Supports for All Learners:

Middle School Math implemented Scholar Success Learning Time on Fridays. Each Friday scholars work towards their individualized Math goals using the IXL platform. Scholars were taught how to analyze their strengths and growth areas at the beginning of the year using MAP and IXL data. Scholars took a diagnostic assessment in October to determine their baseline overall Math score in IXL. Then, ALL scholars set a goal of 100 points progress, which is equal to one grade level, from their baseline score. ALL scholars recorded their strengths, growth areas, baseline IXL Math scores, and their Scholar Success Math Goals in their **Scholar Success Plans**. Teachers set time aside one Friday per month to retake the diagnostic assessment to measure progress from scholars' baseline IXL Math score. Scholars were taught to calculate and record their monthly IXL Math progress from their baseline score in their progress trackers. Teachers had data boards on display in their classroom to celebrate scholar growth; scholars colored in their progress beside their name on the data wall monthly. By highlighting and publicly recognizing scholar *progress*, we intentionally supported the development of a growth mindset by sending our scholars the message that consistent *practice* and *effort* makes *progress*, and that it is **progress** that **matters**, not your starting point. Teachers celebrated progress with shout outs and certificates monthly, which also helped to foster a growth mindset. Additionally, teachers explicitly taught "Getting Unstuck" strategies during Scholar Success Learning Time, which also contributed to the purposeful development of a growth mindset in Math. Once scholars made 100 points progress, they were celebrated by hanging up their picture on the "I Met My Goal!" bulletin board. Teachers communicated progress with parents/guardians to positively reinforce the idea that **practice makes progress** and intentionally praise scholars for growth, effort, and demonstrating a growth mindset during Math Scholar Success Learning Time. At the end of the year, scholars orally presented their growth and learning to parents, students, and staff at the end-of-year Math Scholar Success Showcase. All scholars in grades 6-8 created tri-fold posters to present at the Math Scholar Success Showcase that illustrated their growth over time using tables, graphs, baseline/progress data, and a short reflection explaining

the goal setting and progress monitoring process, each scholars' individualized learning *process*, how scholars worked on developing a growth mindset by implementing various getting “unstuck” strategies when learning got tough, and more.

Two other key design elements of Math Scholar Success Learning time are:

- 1) Using a co-teaching model to increase access and accelerate student learning
- 2) Using on-demand IXL data to determine high priority areas for scholars and provide in-the-moment intervention/support through data-informed flexible groupings and small group instruction

We have made it a priority to schedule two teachers in every Math Scholar Success Learning Time class so that while one teacher is providing targeted, small group instruction on a high priority standards-aligned skill, the other teacher is circulating to ensure ALL scholars are on task and utilizing their Scholar Success Learning Time wisely to complete their individualized data-informed recommendations skills on IXL. It is the responsibility of the second teacher in the room to circulate and ensure ALL scholars are on task, actively engaged in learning, utilizing their “Getting Unstuck” strategies if they get “stuck” on a problem, and encouraging scholars who may have been set back to continue trying, problem solving, and using their resources to get back on track. To support this new model, we:

- 1) Provided professional development on co-teaching and co-planning
- 2) Created and implemented a district-wide co-planning tool to support teachers in co-planning
- 3) Built bi-weekly co-planning time into our PD schedule
- 4) Facilitated the development of a bi-weekly co-teaching PLC where teachers presented their learning at the end of the year at our Teacher PD Showcase

The High School Math department has used IXL throughout the 2021-2023 school years as a tool to diagnose student proficiency in previously taught and current math skills and has used this data to inform instruction. Teachers designed lessons using data from diagnostic assessments to target two to three groups of learners: below-level, on target, accelerated practice. Teachers were coached to frequently monitor student progress and assign skills based on students' individual needs to create personalized learning experience with regards to skills being practiced and the amount of time spent on math practice. This year students in grades 6-10 have completed over a million questions and have gained proficiency in over 42,000 math skills cumulatively.

We also implemented a Scholar Success Multi-tiered System of Support (MTSS) which includes a Whole Child Study Team (WCST) that meets weekly to review teacher referrals of scholars of concern, analyze academic, behavioral, and SEL data to determine scholar needs, and determine whether or not scholars referred to WCST qualify for a Scholar Success Plan (tier 2 intervention plan with specific goals and interventions aligned to scholars' data-informed needs). If a Scholar Success Plan is deemed necessary, the WCST (composed of the Associate Principal of Scholar Success, Director of School Adjustment Counselors, Deans of Students, Dean of Culture, Dean of Special Education, and Lead Academic Counselor) creates a Scholar Success Plan for the scholar by setting SMART goals, selecting appropriate interventions, and determining length and

frequency of progress monitoring. This plan is shared with the Scholar, his/her Champion (interventionist), and other members of the Scholar Success Team.

Once goals are shared with the scholar and the Scholar Success Team, and scholars have had the opportunity to share their own feedback and ask questions, the WCST creates an electronic progress monitoring tracker that is shared with the grade-level teachers. The grade-level lead reminds teachers on a weekly basis to update their progress trackers and grade level-teams are expected to discuss the progress of scholars on Scholar Success Plans during their weekly department meetings. Teachers update the progress trackers with progress notes on scholars' response to intervention on a weekly basis for 2 to 4 weeks (typically 4 weeks). Then, scholars present their own progress towards their goals at their 4-week Scholar Success Progress Check-in Meeting, where their Champion and Scholar Success Team are present. If a scholar has met his/her goal, SUCCESS will be celebrated, and the team will determine whether the scholar should continue with the plan or discontinue with the plan. If a scholar has not met his/her goal, then the team will analyze progress data and any other relevant data to determine whether or not said scholar needs to be on a tier 3 Scholar Success Plan (increased intensity/frequency) and/or if said scholar's goal(s) needs to be adjusted to better meet his/her needs according to the data gathered over that 2-4 week progress monitoring period. Communication home with parents/guardians takes place throughout the entire process to ensure parents/guardians are aware of their scholar's goals and progress along the way. In some instances, parents/guardians will also be asked to join Scholar Success Goal-Setting Meetings and/or Scholar Success Progress Check-in Meetings. To support this work, we have provided professional development for our Champions, our grade-level leads, and all staff on our Scholar Success MTSS system.

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

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

ESL Programming:

The ESL curriculum is culturally and linguistically responsive and aligned to State Standards and WIDA ELD Standards Framework. Our curriculum has been intentionally designed to meet our scholars' needs and interests. For example, our first unit of the year is a College and Career Goal Setting Unit which is aligned to WIDA and State Standards and our Early College mission. Our ESL curriculum is culturally responsive with a social justice focus. Our Language of History unit is a "Rewriting History" unit, where our Multilingual Learners (MLLs) conduct research and write historical narratives from the perspective of a Native American to tell "the story not told". Our ESL curriculum has an experiential learning focus by incorporating field trips throughout the year that are aligned to specific ESL curriculum units. For example, this year our scholars went to Plymouth Plantation to learn more about Native Americans to tell a historical narrative from a Native American perspective. Our MLLs also went to a bee farm in Dartmouth, Massachusetts to learn more about the interconnectedness of living things for their Language of Science unit. Scholars created Public Service Announcements that urged their peers to "SAVE THE BEES!" These PSAs were shared with their respective grade levels through morning advisory. We have also developed a **monthly ESL newsletter** that we share with parents and staff to keep everyone informed of all the amazing work happening in our ESL classes.

Like the WIDA Can Do Descriptors, the NHCSB ESL curriculum is **strengths-based**, drawing upon our Multilingual Learners' strengths and funds of knowledge to increase engagement, deepen understanding, and accelerate the development of English Language proficiency. Through differentiation, data-informed targeted intervention, and scaffolding, our ESL curriculum addresses the English Language needs of our Multilingual Learners (MLLs) at all levels. Evidence of explicit language instruction must be documented through weekly lesson plans and deliverables and submitted to the Dean of ELE. Lesson plans must provide evidence of explicit language instruction by including daily language objectives and formative assessments that are clearly aligned to those objectives. ESL lessons leverage the power of student talk and cooperative learning as often as possible to scaffold learning for varying MLL levels, increase access and engagement, and provide daily opportunities to practice speaking and listening skills. Summative unit performance tasks must be accompanied by a standards-based rubric that specifically outlines criteria for success. Lessons must show evidence of language use in all four language domains: listening, speaking, reading, and writing. We have also made **language objectives mandatory for ALL core content area lesson plans in SY 2022-23** to increase access for MLLs and FELs in core content area classes, and increase the quality of Tier 1 education for all students. We have provided all staff with professional development on how to write a language objective and a DESE approved tool to support the development of language objectives. We have also assigned an ESL teacher as a Language Objective Coach to giving core content area teachers explicit feedback on language objectives.

ALL Multilingual Learners have a MLL Scholar Success Plan with an English Language proficiency goal. MLL Scholar Success Plans include an overview of scholars' ACCESS, MCAS, and IXL benchmark data, as well as an English Proficiency Goal and a College and

Career Goal. MLL Scholar Success Plans have been created with the primary goal of empowering Multilingual Learners to understand and own their own learning data to create individualized goals and accelerate the rate at which our Multilingual Learners acquire English Language Proficiency. MLL students led Scholar Success Plan meetings at the beginning of the year, where they shared their learning data (ACCESS, IXL, MAP) and English Language Proficiency (ELP) goals with their teachers and families. Our ESL Teachers support our MLLs in tracking their progress towards their Scholar Success Goals monthly. Scholars and teachers celebrate progress and success along the way by keeping track of student growth in scholars' individual progress trackers and on the class data wall. Teachers celebrate and honor scholars who have met their goal by taking their picture and posting it on the "I Met My Goals!" wall and printing certificates for scholars to take home and show their parents/guardians. Scholars demonstrated their learning and growth at the end-of-year Multilingual Learner Scholar Success Showcase by presenting their own progress data and explaining the learning process it took to get there, using the language of math and data. Our Multilingual Learner Scholar Success Showcase was open to parents, teachers, administrators, and community members.

In an effort to promote multilingualism and multiculturalism on a school-wide level, we implemented the I am Multilingual school-wide initiative, which celebrates and recognizes all of our staff members who are multilingual and multicultural by posting signs that say "I am Multilingual" and the languages each staff member speaks in English and in their native languages along with each staff member's photograph on a large display board visible as you enter the school building. Our goal is to show our Multilingual Scholars that being multilingual is an ASSET and a gift and that there are many staff members in the building who are also multilingual and multicultural in order to give our scholars real-life examples of adults they can see themselves in, potentially look up to, and ask questions about their multilingual and multicultural experiences.

SPECIAL EDUCATION 2022-23

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

In March, the following data was submitted to the Department of Elementary and Secondary Education as part of the required student data submission. As of 5/17/2023, 73 scholars receive Special Education Services at NHCSB. The submission also documented the following information regarding the percentage of scholars qualifying for services in each of the DESE disabilities and the setting in which services are provided.

Percentage of Scholars with Disabilities:

- Specific Learning Disability: 3.9%.
- Health Disability: 2.6% (most, but not all, students qualifying under this disability have a qualifying diagnosis of attention deficit hyperactivity disorder- ADHD).
- Communication: 2.4%.
- Intellectual: 0.7%.
- Emotional: 1.4%.
- Autism: 0.3%.
- Neurological: 0.1%.

Location of provision of Special Education Services:

- Full Inclusion- (Minimum of 80% of special education services provided in General Education) – 9.2%.
- Partial Inclusion- (Minimum of 21% of special education serviced provided in General Education, and maximum of 60%) – 1.5%.

Services provided outside of the general education setting fall into the following 4 categories:

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

During the 2022-23 school year, the Special Education Department particularly focused on the following key areas:

- Compliance with all special education timelines, procedures, and paperwork
- Development of a Special Education Parent Advisory Council group
- Professional development and practice around a co-teaching model of instruction
- Collaboration between special education and general education teachers

Parent/guardian attendance at Team meetings has been consistent, primarily since the onset of virtual meetings being an option. Parents/guardians have expressed that having the option of attending meetings by “Zoom” is a convenient method to attend due to work and other commitments.

During Team meetings, parents/guardians as well as scholars aged 14 and older (when appropriate) are encouraged to present their concerns and vision for their child and provide input regarding accommodations, goals, objectives, and services. General educators provide hard and soft data regarding scholar’s ability to access the curriculum, class participation, and behaviors. Special educators and related service providers address achievement toward IEP goals and objectives and propose goals, objectives, and services for the new IEP. Academic Counselors provide input at the meeting which allows the Team to review the scholar’s progress toward graduation and college readiness.

IEPs continue to be written with goals and services addressing skills and strategies required for curriculum access and college readiness through multiple modalities such as direct instruction. Effective instruction in the general education setting continues to be supported through the implementation of weekly common planning time where general educators and special educators reviewed the standards and learning objectives for the next week’s classes and determined the supports and skills instruction scholars required to achieve these objectives. Special education staff participate in both the full staff professional development and targeted pedagogical training. Department meetings also provided a forum for staff to consult with each other on pedagogy and practice. Through department meetings special education teachers and paraprofessionals were provided guidance in a variety of topics including:

- MTSS/DCAP and Whole Child Study Team initiatives
- SMART Goals
- GIST Instructional Strategy
- Accommodations/Modifications
- Support for students with specific disability / guest speaker
- Co-teaching and Co-planning strategies and resources
- MCAS Accommodations
- Section 504

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

- Ongoing communication with parents/guardians
- Consultation and collaboration with general education staff, paraprofessionals, and related service providers
- Writing of IEP and Quarterly Progress Reports
- Instruction in both the general education and other settings
- Tracking of student data to inform instruction and instructional strategies
- Participation in Team meetings and IEP Development

This school year we also had six Special Education Parent Advisory Council (SEPAC) meetings as mandated by our Tiered Focus Monitoring (TFM) findings. We established a set of by-laws and a calendar for SY 2023-2024 and, as of our May 2023 submission, we had successfully met the requirements of the TFM relative to SEPAC. Goals for the special education department next year include rigorous professional development around Manifestation Determination Reviews (MDR), when and how to request a Functional Behavior Assessment (FBA), implementation of Behavior Support Plans (BSP) with fidelity, high quality instruction across all domains, all the , and preparing all students for college.

Accelerated Student Learning:

New Heights continuously implements strategies found within the DESE Acceleration Roadmap. Our priorities this year included:

1. Fostering a sense of belonging and partnership among students and families
2. Continuously monitoring students' understanding
3. Ensure strong, grade-appropriate instruction, with just-in-time scaffolds when needed

This year New Heights teachers built “Unit Zero” to begin the year by explicitly teaching rituals and routines while helping our scholars get to know each other and their teacher to fit into the community of learners. We used the CASEL playbook and expected all teachers to incorporate SEL practices into their lessons. Our meetings modeled the use of welcoming practices, engagement strategies, and optimistic closures. Additionally, all staff are consistently encouraged to welcome student voices and create culturally and linguistically affirming classrooms. This year we used DESE’s culturally responsive teaching rubric to assess levels of student engagement and equitable relationships throughout classrooms. We used instructional rounds, classroom observations, and focus groups to assess our scholars' sense of belonging throughout the year.

To monitor students' understanding and ensure high-quality instruction in every classroom every day, New Heights uses tools like NWEA MAP, IXL and summative assessments to identify exactly what unfinished learning needs to be addressed. Teachers and administrators collaborated at “Planning Parties” to strategically assess diagnostic data and plan differentiated lessons to target the highest priority learning needs. Our middle school math and ESL teachers designed Student Success Learning Time every Friday to include intentional scaffolding and “just right” support for all learners. It is our plan to expand the practice of collaborative inquiry process to identify high priority skills and standards and create individualized action plans for all our scholars with the intention of improved student learning outcomes.

Finally, the instructional staff will plan out their curriculum scope and sequence for SY 23-24 and determine where unfinished learning fits in the current scope. Through both formative and summative assessments, teachers will analyze the proficiency of knowledge attained by their students and adjust the curricular supports and pace strategically as identified by student product.

Organizational Viability

Finance

The NHCSB Board approved the 2023-24 budget at their regularly scheduled meeting on June 27th, 2023, after extensive review in the Finance Committee. The financial statements from the 2022-23 school year are presented below.

New Heights Charter School of Brockton
Preliminary Unaudited Statement of Activity
July 2022 - June 2023

	<u>Total</u>
Tuition	12,749,620
Tuition Reserve	
Government Grants/Other Fed	2,894,151
Nutrition Revenue	362,314
Private Grants / Donations	99,619
Student Programs & Misc Fees	30,122
Miscellaneous Revenue	19,626
Interest	1,052
Total Revenue	<u>16,156,504</u>
Staff	9,859,264
Payroll Taxes	383,145
Fringe Benefits	1,129,906
Professional Development	292,732
Total Personnel Costs	<u>11,665,047</u>
Professional Services	358,778
Recruitment and Advertising	61,449
Dues, Fees, & Memberships	39,291
Office Supplies	34,942
Staff Appreciation/Retention	39,900
Insurance	95,402
Total Administrative Costs	<u>629,762</u>
Contracted Services (Includes Health)	812,001
Instructional Supplies/ Testing	200,562
Technology	410,986
Summer Programming	90,081
Non capital furniture	7,595
Nutrition Program	310,119
Athletics / Activities / Cultural	363,305
Transportation	201,646
Total Instructional Costs	<u>2,396,295</u>
Maintenance of Building & Grounds	219,630
Maintenance/Cost Vehicles	59,754
Networking / Communications	155,546
Amortization Expense - Lease	64,367

Depreciation	185,810
Loan/Lease Interest Expense	292,026
Occupancy Costs	215,654
Total Occupancy Costs	1,192,788
Total Expenses	15,883,892
Operating Surplus/(Deficit)	272,613

New Heights Charter School of Brockton
Preliminary Unaudited Statement of Financial Position
As of June 30, 2023

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	
Total Bank Accounts	\$ 2,002,525.40
Total Accounts Receivable	\$ 1,318,740.51
Total Prepaid Expenses	77,807.66
Total Current Assets	\$ 3,399,073.57
Fixed Assets	
Total Fixed Assets	\$ 6,645,076.24
Total Other Assets	\$ 203,829.81
TOTAL ASSETS	\$ 10,247,979.62
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Total Accounts Payable	\$ 264,591.96
Other Current Liabilities	
Total 2125 Accrued Expenses/Accrued Payrol	\$ 1,071,792.51
2226 Deferred Inflows	2,657.00
2700 Lease Liability	212,130.00
Total Other Current Liabilities	\$ 1,286,579.51
Total Current Liabilities	\$ 1,551,171.47
Long-Term Liabilities	
Total Long-Term Liabilities	\$ 6,576,654.24
Total Liabilities	\$ 8,127,825.71
Equity	
3100 Unrestricted	168,371.67
3110 Net Investment Capital Assets	646,539.00
3150 Temp. Restricted Net Assets	17,349.00
3900 Retained Earnings	1,015,281.24
Net Revenue	272,613.00
Total Equity	\$ 2,120,153.91
TOTAL LIABILITIES AND EQUITY	\$ 10,247,979.62

New Heights Charter School	
	FY24 Budget
Enrollment	735
Combined Tuition Rate	18,530
Tuition	13,619,653
Government Grants/Other Fed	1,120,321
Nutrition Revenue	252,000
Private Grants / Donations	490,000
Student Programs & Misc Fees	
Miscellaneous Revenue	20,000
Interest	1,000
Total Revenue	15,502,974
Staff	10,503,308
Payroll Taxes	431,978
Fringe Benefits	1,260,722
Professional Development	62,500
Total Personnel Costs	12,258,508
Professional Services	194,000
Recruitment and Advertising	50,000
Dues, Fees, & Memberships	50,800
Office Supplies	36,000
Staff Appreciation/Retention	30,000
Insurance	90,000
Total Administrative Costs	450,800
Contracted Services (Includes Health)	569,000
Instructional Supplies/ Testing	138,000
Technology	272,186
Summer Programming	90,000
Noncapital furniture	5,000

Nutrition Program	285,000
Athletics / Activities / Cultural	242,000
Transportation	25,000
Total Instructional Costs	1,626,186
Maintenance of Building & Grounds	230,000
Maintenance/Cost Vehicles	47,000
Networking / Communications	155,000
Amortization of Capital Lease	63,759
Depreciation	188,524
Loan Interest Expense	280,975
Occupancy Costs	200,000
Total Occupancy Costs	1,165,258
Total Expenses	15,500,752
Operating Surplus/(Deficit)	2,222

New Heights Charter School of Brockton

Preliminary Unaudited Statement of Activity
July 2021 - June 2022

	TOTAL
Revenue	
4001 Tuition	11,992,157.00
4100 Government Grants & Funding	2,461,268.99
4200 Nutrition Funding	
4206 Nutrition Funding - State	6,887.30
4207 Nutrition Funding - Federal	372,003.54
Total 4200 Nutrition Funding	378,890.84
43400 Direct Public Support	
43450 Individ. Business Contributions	130.61
Total 43400 Direct Public Support	130.61
4400 Private Support Funding	
4105a Grants - Private - Designated	180,500.00
4414 Contributions - Component Unit	5,000.00
4415 Contributions - Fundraising	310.00
Total 4400 Private Support Funding	185,810.00
4500 Student Programs & Misc Fees	
4309 Student Program Fees	5,680.00
4617 Chromebook Assurance Fee	4,550.00
4919 Miscellaneous Income	5,260.00
Total 4500 Student Programs & Misc Fees	15,490.00
46400 Other Types of Income	
46430 Miscellaneous Revenue	55,712.32
Total 46400 Other Types of Income	55,712.32
4716 Interest / Investment Income	798.69
47200 Program Income	29,183.81
Total Revenue	\$15,119,440.26
GROSS PROFIT	\$15,119,440.26
Expenditures	
5000 Personnel Costs	
5001 Salaries	
5002 FFORA Salary Credits	9,174.29
5121 Salaries - Admin School Leader	242,541.79
5131 Salaries - Admin Business & Fin	119,609.37
5141 Salaries - Admin Human Resource	90,000.00
5161 Salaries - Admin IT	217,655.51
5171 Salaries - Admin Development	145,404.95
5181 Salaries - Admin Clerical	83,869.92
5211 Salaries - Instructional Leader	644,982.72

Accrual Basis Thursday, July 28, 2022 02:13 PM GMT-04:00

1/1

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023, submission	735
Number of students upon which FY24 budget tuition line is based	735
Number of expected students for FY24 first day of school	735
Please explain any variances: Since March, 10 students informed us that they were not returning. We budget conservatively each year of 10-15 less students than expected. This year we have a much larger waitlist than in the past and do not anticipate exhausting it.	

Capital Plan

NHCSB does not currently have a capital plan. We purchased our building last year and we are settled for the time being in our space.

Appendices Checklist

APPENDIX A: Accountability Plan Evidence 2022-23

APPENDIX B: Recruitment and Retention Plan

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

APPENDIX D: Additional Required Information

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



APPENDIX A: Accountability Plan Evidence 2022-23

Faithfulness to Charter

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: NHCSB will cultivate a college-going, pro-social culture which prepares all (every) scholars with the skills and tools to envision themselves as college-bound.		
Measure: By the end of each year, 95% of high school students and 90% of students with high needs, which includes ELs, students with disabilities, and economically disadvantaged students, by their junior year will complete a personalized career and academic portfolio through an online platform (such as Naviance) to prepare for college and career.	Not Met	<p>Due to lack of support from Naviance, not all Juniors this year completed personalized career and academic portfolios through Naviance.</p> <p>To correct this, in the 4th Quarter of 22-23 we piloted the Xello platform with 115 Sophomores, Juniors, and Seniors. In that short of a time period, 69% of the all the Juniors (and 1 Sophomore!) and 67% of the Juniors with high needs completed a personalized career and academic portfolio. The pilot was deemed successful and in 23-24 we will be rolling out Xello for all students, integrating it into our new weekly Advisory program, to ensure that all students complete a personalized career and academic portfolio by the end of their junior year.</p>
Measure: The district will survey all scholars (6-12) annually and receive a minimum participation response rate of 90%. Based on the percent of students who agree with each of the six statements, there will be an annual overall average of 85% student agreement for each of the following statements: <ul style="list-style-type: none"> • My Academic Counselor helps me to better understand the college process. • I feel I am being prepared for college classes in this school. 	Not Met	<p>Responses from school climate survey (32% participation rate):</p> <p>75% of students believe the academic counselor helps me to better understand the college process.</p>

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<ul style="list-style-type: none"> • I want to attend college after leaving high school. • My teachers are preparing me to be successful in college. • I have visited a college campus. • I have an idea of what I want to major in when I go to college. 		<p>75% of students report being prepared for college classes in this school.</p> <p>92% of students report that they want to attend college after leaving high school.</p> <p>91% of students report that their teachers are preparing me to be successful in college.</p> <p>64% of students report that they have visited a college campus.</p> <p>71% of students report that they have an idea of what I want to major in when I go to college.</p>
<p>Measure: 95% of students will be able to identify a career cluster of interest at the end of their sophomore year beginning with the class of 2023.</p>	Not Met	<p>During this academic year, students in the Class of 2023 fulfilled college degree requirements in several majors, including Liberal Arts Transfer, Criminal Justice Transfer, Business Administration Transfer, and Media Arts. While the class of 2023 has demonstrated positive outcomes in multiple degree pathways, we are actively embracing change to meet the evolving needs of our Early College students. To ensure continued success and address potential areas of improvement in our model, we've identified potential gaps and aligned course offerings with the strengths</p>

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		<p>and preferences of the upcoming classes. We strive to create an enriched educational experience by offering one degree pathway, Liberal Arts Studies, that prepares students for a myriad of degree pathways with multiple elective offerings.</p> <p>Due to lack of support from Naviance, not all Sophomores were able to identify a career cluster of interest though Naviance.</p> <p>To correct this, in the 4th Quarter of 22-23 we piloted the Xello platform with 115 Sophomores, Juniors, and Seniors. In that short of a time period, 75% of the Sophomores identified a career cluster of interest. The pilot was deemed successful and in 23-24 we will be rolling out Xello for all students, integrating it into our new weekly Advisory program, to ensure that all students identify a career cluster of interest by the end of their sophomore year.</p>
Objective: NHCSB will offer rigorous curricula with personalized instruction and support, enabling all scholars to enroll in college courses at multiple entry points.		
Measure: Each year, 100% of scholars and 80% of students with high needs, which includes students with disabilities, ELs, or economically disadvantaged students, will enroll and earn credits from one or more college courses prior to graduating high school.	Met	<p>100% of scholars without high needs and 98% of scholars with high needs earned credits from at least one college course.</p> <p>Data gathered from the early college office via our college partners Massasoit</p>

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
		Community College and Bridgewater State University.
Measure: By the end of each year, 50% of high school graduates, and 25% of students with high needs, which includes ELs, students with disabilities, or economically disadvantaged students, will earn 60 college credits or an associate degree.	Not Met	54% of scholars without high needs and 24% of scholars with high needs earned associate degrees Data gathered from the early college office via our college partners Massasoit Community College and Bridgewater State University.
Objective: NHCSB will implement extensive, data-informed professional development to support and engage all staff, scholars, and community members in our model.		
Measure: 100% of NHCSB teachers will participate in 15 days of targeted Professional Development during the summer and school year and an additional 2 hours of PD per week to increase instructional rigor, student engagement, and student access to learning.	Not Met	We rented a hall to hold PD over the summer for two weeks. During the PD, we emphasized building relationships with students and preparing for the first few weeks of school. In total, NHCSB teachers and support staff received 15 days of professional development in the summer and 2 hours of PD each Friday for 3 Fridays out of the month. Due to the strained social emotional health of our staff, the leadership team elected to reserve one Friday per month for staff to use as they wished. Friday PD was focused around UDL and differentiation, which was a focus for our school and continues to be. Linked here is the schedule of events for the summer retreat: Schedule Linked here is the yearly PD schedule: Schedule
Measure: Based on the lowest baseline data from each Fall MAP testing, the district will	Not Met	This measure is a five-year measurement and will be met

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
see a 5% increase in MAP RIT scores in all subject areas by the end of the charter term.		by the 2026 school year or the end of our 2nd charter term.

Dissemination

	2022-23 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: NHCSB will establish best practices, identify a partner, and develop a collaborative partnership with a district. NHCSB will also share best practices through panels and conferences.		
Measure: New Heights will work with 3 Massachusetts high schools to develop Early College Models within their buildings.	Met	New Heights worked with Dearborn Academy, Veritas Prep, and Fenway High School to share expertise and experience in the development of early college models in their schools.
Measure: NHCSB will serve as an incubator for early college design in the state of Massachusetts and beyond. In the second charter term, NCHSB staff will present at three conferences or forums in MA and at 2 outside of MA.	Met	This measure is spread over a five-year charter term. Last year (2021-2022) staff presented at two conferences outside of MA and two in the state. This year, staff presented at the MA Early College DESE Convening and three national presentations outside of MA to share our Early College model.

APPENDIX B: Recruitment and Retention Plan Template

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary:

Narrative: Our application and waitlist pool increased tremendously from the previous year thanks to our visibility in the communities we recruit from. Recruitment strategies included sending out mailers in multiple languages (Cape Verdean Creole, Haitian Creole, Portuguese, Spanish, and English) and disseminating recruitment information to community organizations and businesses, especially in our three major recruitment districts (Brockton, Randolph, and Taunton). We also saw great gains by attending and tabling at community events including Juneteenth, Cape Verdean Independence Day, South Shore Annual Leadership Conference, and United Way Plymouth County annual events. Enrollment staff met with families at locations where they may be more comfortable such as local churches and nonprofit organizations. Additionally, we “invited” the community into our school to join us at our in-house Multicultural Night, and the Open Houses we hosted. Furthermore, we collaborated with various nonprofit organizations to hold events such as Thanksgiving meals giveaways, holiday celebrations and giveaways, and mental health forums to name a few at New Heights. Many attendees were grateful that the events were held at the school, as it gave them a chance to see and learn more about New Heights. The enrollment department participated in a couple of interviews- one with the Brockton Cable Access (BCA) and another via Facebook Live. Both interviews provided staff the opportunity to share information regarding New Heights in English, Cape Verdean Creole, and Portuguese thus, giving us the chance to reach a far wider audience in multiple languages and platforms. These grassroots recruitment efforts not only yielded an increase in application, but also helped increase representation of targeted subgroups in our application pool.

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



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

NOW ENROLLING!



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

STILL ACCEPTING APPLICATIONS! APPLY NOW!

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

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

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

Todavía estamos aceptando solicitudes, por favor aplique ahora!

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

Estabelecemos uma parceria com Massasoit Community College para proporcionar aos nossos alunos uma experiência GRATUITA no início da faculdade, começando na 9ª série.

Ainda estamos aceitando inscrições, inscreva-se agora!

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

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

Nou toutou ap pran aplikasyon, tanpri aplike kounye a!

"NHCSB ta recebe alunos de 6º- 12º ano de escolaridade de Brockton, Randolph, Taunton e esh outros comunidades vizinhas.

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

Ainda nu sta aceita aplicação, aplica agora!

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

For information contact Locasio@nhcsb.org or Lpires@nhcsb.org

NHCSB.ORG

Apply at newheightscharterschool.com

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

General Recruitment Activities for 2023-24:

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

GOALS & OBJECTIVES:

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

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

To recruit 5% over the recruitment goal

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

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

Commented [NJ1]: The language in the passage was in our original submission.

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

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

2. June-August: Finalize Fall Recruitment

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

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

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

4. November-December: Holiday Outreach

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

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

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

6. March-April: Follow-Ups

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

Data Collection:

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

Measurements/Data Analysis: Run & Analyze Reports

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

Recruitment Plan – 2023-24 Strategies	
List strategies for recruitment activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 11.2%</p> <p>GNT percentage: 10.7%</p> <p>CI percentage: 13.5</p> <p>The school is above GNT percentages and below CI percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed.</p> <p>NHCSB added paraprofessionals to each classroom to provide added support to students who receive special education services. NHCSB also has shaped its special education model to allow special education teachers access to selected student's college courses. These additions are advertised during open houses and enrollment sessions.</p> <ol style="list-style-type: none"> 1. As part of the recruitment process, our recruitment coordinator is emphasizing the supports available for students and families of students with learning disabilities the events she is attending in the community. 2. During open house and enrollment sessions, our Assistant Director of Student Services is in attendance to address any parent concerns regarding enrolling students with disabilities. 3. Parents who indicate that their child has an IEP or learning disability will set up a meeting with the Recruitment and Enrollment Coordinator and the Assistant Director of Student Services to discuss the best way to support that student should they choose to enroll at NCHSB.
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Additional Strategies Required:</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 18.4%</p> <p>GNT percentage: 8.4%</p> <p>CI percentage: 12.3%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed.</p> <p>New Heights identified a new Director of Student Services who will work closely with the Director of EL Services to ensure the following recruitment standards are met:</p> <ol style="list-style-type: none"> 1. The Student Services Department is working with our marketing team to develop English Learner specific content to drive interested students and families to our schools. All recruiting materials will be translated into the our family's most prevalent languages: Spanish, Haitian Creole, and Portuguese. 2. Our website page for EL students are being updated to include new services, including a new afterschool Title III program to bridge learning opportunities for EL students. 3. Our Early College team is working closely with our student services team to draw attention to the number of opportunities for EL students to earn college credit through our partnership with Massasoit Community College.

Recruitment Plan – 2023-24 Strategies	
List strategies for recruitment activities for <u>each demographic group</u> .	
	<p>The Student Services Team will hold zoom information sessions to address family questions and concerns. Multiple staff who speak our primary languages, including several dialects of Cape Verdean Creole (such as Kriolu) will be present to translate.</p> <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> No new strategies needed.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 55.7%</p> <p>GNT percentage: 53.5%</p> <p>CI percentage: 56.7%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed.</p> <p>Strategy 1: Student Services: New Heights will continue to advertise our extensive student services support via Parent Meetings or Prospective Student Site Visits. These services include mental counseling, partnerships with local agencies (such as YouthWorks) and medical support groups (including visiting dental and vision specialists), laundry, and nutrition programming, such as CEP enrollment.</p> <p>Strategy 2: Direct Marketing: In our first four years of student recruitment, New Heights relied heavily upon a direct marketing agency to send out mailers about our school in our four primary languages. We learned from families who attended our Open Houses that the mailer was rarely the reason they knew about our school, and it was more likely word-of-mouth that influenced their decision to visit. For our 2019-20 recruitment season, New Heights will employ a marketing firm with experience working on student recruitment with charter schools in Massachusetts to help us to create materials that will target specific student populations. This organization will revamp our website and our media presence, ensuring our message is clear and reaches all corners of our district.</p> <p>Strategy 3: Door-to-Door Campaign: During the preoperational recruitment period prior to New Heights' first year, our team went door-to-door in our three districts, focusing specifically on housing projects and low-income neighborhoods – particularly the businesses in these neighborhoods. Our staff brought the New Heights' message to prospective students and families and, as a result, over 900 students completed applications to attend our school. During the 2019-20 recruitment season, New Heights staff will once again visit housing projects in our primary districts as well as businesses in low-income neighborhoods including hair salons, laundromats, and supermarkets.</p>

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>We believe these three strategies – holding Open Houses, creating a professional marketing campaign including materials to reach out to prospective families, and a door-to-door approach – will increase our recruitment of low-income students, as well as increase our presence in the community.</p>
	<p align="center">(c) 2023-24 Additional Strategy(ies), if needed</p> <p align="center"><input type="checkbox"/> No new strategies needed.</p>
<u>Students who are sub-proficient</u>	<p align="center">(d) Continued 2022-23 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: We will include descriptions of our programming as it relates specifically to increasing proficiency, from the use of double-blocked English and Math to the inclusion of developmental courses at MCC.</p> <p align="center">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● No new strategies needed.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2022-23 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: Early College was originally envisioned as a dropout prevention tool. In our promotional materials, and throughout our public appearances we will remind students that attending NHCS means the opportunity to pursue courses of interest in college. We will focus on what makes us different from “traditional” public schools, emphasizing our wraparound services.</p> <p>We do not believe new strategies are required per early identification of academic or social/emotional needs however, for the 2020-21 school year New Heights is bringing a full-time Associate Principal of Enrollment and Recruitment and a second full-time Guidance Counselor to support recruitment and retention efforts.</p>

Recruitment Plan – 2023-24 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
	<p align="center">2023-24 Additional Strategy(ies), if needed</p> <p align="center">No New Strategies Needed</p>
<p><u>Students who have dropped out of school.</u> <u>*Only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2022-23 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategy 1: Drawing from our extensive background in Alternative Education programs, we will canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at NHCS. We will focus on our college access and completion mission.</p> <p>Strategy 2: We will work with community groups’ families with the dropout population in our region to serve as referral agencies to NHCS, again leveraging relationships already in place due to our history in Alternative Education.</p> <p align="center">2023-2024 Additional Strategy(ies), if needed</p> <p>No additional strategies required at this time. New Heights has not yet enrolled a student who previously dropped-out of school. In the event this does happen, our Student Services team will work with the student to ensure they are enrolled.</p>
<p>OPTIONAL¹ <u>Other groups of students who should be targeted to eliminate the achievement gap.</u></p>	<p align="center">(g) Continued 2022-23 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Concern: We have been told that students who are not interested in attending college, perhaps for whom high school graduation is sufficient, may be discouraged from applying.</p> <p>Strategy 1: We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.</p>

¹ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

Recruitment Plan – 2023-24 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>Strategy 2: We will also remind students that the college courses are free and will be taken in place of “traditional” high school classes.</p> <p>Strategy 3: We will work to assuage concerns about whether college is the “right path” for students in this category, both with concerned students as well as their families.</p> <p>2023-24 Additional Strategy(ies), if needed No New Strategies Required.</p>

RETENTION PLAN 2023-24

2022-23 Implementation Summary: In the past, students reported leaving NHCSB for specific reasons including a lack of extracurricular activities (students are choosing to attend their local high schools in favor of more school sports), students’ inability to attend college courses due to academic or behavioral deficiencies, and finally, the rigidity of our behavioral system. Although a majority of the 2020-2021 school year was spent remotely, NHCSB added some key changes to improve student retention. We are proud that our school nearly made our retention goal of xx%. During the month of June, our Outreach Workers and student Interns made phone calls to the current eighth grade class to discuss feedback with families. Of 118 eighth grade students, 108 students answered positively and intend to return to New Heights in Fall 2022 for high school. Informal questioning suggests that the growth and success of our athletics program, especially the Boys and Girls Varsity Basketball team contributed to the retention of our students for high school. To make college more visible and attainable at our school, we requested courses from Massasoit and Bridgewater State University that did not require a prerequisite. For the first time in our history, we were able to enroll over 50 ninth graders in at least one college class per semester and enrolled every single one of our tenth graders in college credit-bearing courses, like Radio Podcasting, Movement for Acting and Astronomy, depending on their placement. Varying our course offerings allowed more of our current high schoolers the opportunity and access to the college experience. Finally, we were able to bring back certain traditions that were canceled over the last two years due to COVID. Our high schoolers were able to celebrate with their peers at in-person events such as, Homecoming, Jr/Sr Prom, and Graduation. Our Middle Schoolers were brought together during our Annual Thanksgiving Staff v Students Basketball Game, Honor Roll Celebrations, and a Flag Football Awards Ceremony. In the coming year, NHCSB hopes to continue to increase student retention through various targeted strategies as mentioned below:

Athletics Program: In the 2023-2024 school year NHCSB will enhance our athletics Department to incorporate feedback given by students. This year, Track and Field was added to our programming. This summer, we will be partnering with Cardinal Spellman and local

Pop Warner teams to offer football for interested students. We are also looking to offer golf, gymnastics, and volleyball based on student interest.

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

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

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	90%

Retention Plan – 2023-24 Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 7.7%</p> <p>Third Quartile: 17.1%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>Strategy 1: Each student that receives special education services continues to have a case manager that supports the implementation of goals, regularly communicates with guardians, and collaborates with general education teachers and other school professionals. For the 2021-2022 school year New Heights has added the addition of paraprofessionals across classrooms to increase support for differentiation and individualization of student learning experience.</p> <p>Strategy 2: A group of special education teachers and general education teachers will attend a co-teaching professional development to support progress in the development of co-teaching practices. These teachers will serve as models for the school in supporting differentiation to better support special education scholars.</p> <p>Strategy 3: Special education teachers will support students in their early college classes to provide an added layer of support for scholars to access the college environment.</p> <p>The district will establish benchmark data for Strategy 1 by the 4th week of school to align with MAP testing. Progress of goals will continue with the Office of Data & Accountability in collaboration with the special education instructional team approximately 20 and 32 weeks in conjunction with the schedule for MAP testing.</p>

Retention Plan – 2023-24 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> We are below the third quartile, no enhanced/additional strategies required.</p>
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 8.5%</p> <p>Third Quartile: 18.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>Strategy 1: Retain and hire bilingual staff. Adding an additional ESL teacher to our staff</p> <p>Strategy 2: Offer our LEP families more resources (i.e., informational flyers about the benefits of bilingualism, classes and/or information sessions for LEP parents after school, MLL Parent Advisory Council meetings, free immigration counseling, adult ESL classes)</p> <p>Strategy 3: Hang the Benefits of Bilingualism posters around school.</p> <p>Strategy 4: Have a Multicultural Dress Down Day for students.</p> <p>Strategy 5: Distribute informational flyers at local organizations (i.e., local daycares, the YMCA, the Boys and Girls Club, the Family Center, dance schools, restaurants, etc..)</p> <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> We are below the third quartile, no enhanced/additional strategies required.</p>

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

(b) Continued 2022-23 Strategies

Strategy 1: New Heights is committed to retaining our economically disadvantaged students. We will institute an exit interview process with the Director of Guidance and Recruitment starting in the fall of 2020 to help retain our students. In the past, these interviews (done informally) yielded a wealth of information.

Strategy 2: All high school students at New Heights will be assigned to a Guidance Counselor who will support academic planning while at New Heights and beyond. Each counselor will consistently monitor, and revise student graduation plans and communicate with parents and families regarding their students' progress and growth throughout the school year. The Guidance team will develop group and individual counseling sessions and interventions to support all students in the classroom. Interventions will be communicated to all families through a link on our website, phone calls, and monthly newsletters.

Strategy 3: The NCHSB middle school environment is an incredibly supportive and nurturing place for new sixth graders and our returning seventh and eighth graders to prepare themselves for high school. In an effort to present our middle school students with increased opportunities, NCHSB focused on several key strategies to retain all middle school students, particularly those who are economically disadvantaged, including: increasing access to high quality teaching and learning (supported by targeted PD for NHCSB staff) as well as a focus on reducing financial barriers to opportunities by providing free after school tutoring along with free universal breakfast provided before and after the bell. NCHSB hosted 2 College Fairs (fall & spring) which were open to all scholars, middle and high schoolers. The 8th graders participated in 2 STEM career exploration field trips in partnership with MassHire and Bridgewater State University. Aside from providing the 8th grade scholars the opportunity to explore careers in STEM through hands-on activities, they also were able to tour Bridgewater State University. Additionally, NCHSB offers all students access to Naviance to strengthen college and career readiness.

(a) CHART data

School percentage:

9.8%

Third Quartile: 10.9%

The school's attrition rate is below third quartile percentages.

	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> We are below third quartile, no enhanced/additional strategies required.</p> <p>Strategy 4: Our Academic Counselors attended DESE and in-house training on using EWIS and our Adjustment Counselors will be using Panorama next year. These will serve as additional tools for identifying students who may need additional academic or social-emotional support. Adjustment Counselors will be using Panorama next year.</p> <p>Strategy 5: All students will be included in a new curriculum provided during Advisory that will build college readiness and social-emotional skills.</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2022-23 Strategies</p> <p>Strategy 1: Small advisory groups are built into every morning and later afternoon to support student's academic and social/emotional learning.</p> <p>Strategy 2: Students' academic schedules include double blocking in math and English, to ensure deep and rich understanding.</p> <p>Strategy 3: All students complete Massasoit's Developmental Course sequence to ensure they meet college ready academic standards (in addition to the reinforcement of academic skills learned in high school)</p> <p>2023-24 Additional Strategy(ies), if needed No New Strategies Required.</p>
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● Strategy 1: SummerBridge for rising ninth graders included the development of proposals to have more "ownership" over our school including the development of a school store (student-driven business plan), murals painted onto our walls conceived of and executed by students, a lending library, and more picnic benches with a flower garden in front of the school to make our outside more attractive to passersby and give students a place to hang-out. ● Strategy 2: Build a college-going and safe/supportive culture that will include cultivating personal relationships with students and their families. Through these relationships we will know our

	<p>students and we will have the tools we need to be proactive rather than reactive to meet the individual needs of all students.</p> <ul style="list-style-type: none"> • Strategy 3: Introduce college coursework as soon as the student is ready, not when the school is ready. At NHCSB, college courses are the proverbial “carrot” for students who may drop out of a more traditional setting. They are promoted in our model when they are deemed ready by Massasoit’s standards, whether in 11th grade or 8th, as was the case with several students during the 2017-18 school year. <p>2023-24 Additional Strategy(ies), if needed No New Strategies Required.</p>
<p><u>Students who have dropped out of school.</u> <u>*Only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2022-2023 Strategies Due to our expanding school culture and “We Go to College” mindset as well as the efforts we put into developing personal relationships with our students, exposing students early to college opportunities, we expect that we will have few students choosing to drop out of NHCSB. However, we will continue to work with students at-risk of dropping out as well as supporting students who drop-out to find an institution better suited to their individual needs or future plans.</p> <p>2023-24 Additional Strategy(ies), if needed No New Strategies Required.</p>
<p>OPTIONAL² <u>Other groups of students who should be targeted to eliminate the achievement gap.</u></p>	<p>(g) Continued 2022-23 Strategies The NHCSB key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCSB specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities.</p> <p>2023-24 Additional Strategy(ies), if needed No New Strategies Required.</p>

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

APPENDIX C: School and Student Data Tables

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

Enrollment by Race/Ethnicity (2022-23)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	% Of School
African American	87.9
Asian	0.5
Hispanic	6.6
Native American	0.1
White	0.8
Native Hawaiian, Pacific Islander	0.3
Multi-race, non-Hispanic	3.8

Selected Populations (2022-23)

Selected Student Populations (2022-23)	
Title	% Of School
First Language not English	26.2
English Learner	18.4
Low-income	55.7
Students With Disabilities	11.2
High Needs	69.8

ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (If no longer employed at the school)
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 During the 2023-24 school year, Omari will serve as ED	Founding member	n/a

	and Principal as the school searches for a replacement.		
Maria Fernandes Assistant Executive Director	Maria serves as the designee for the Executive Director, oversees the Early College model, college/workforce partnerships, family/community engagement, enrollment, marketing and social media.	Founding Member	n/a
Dr. Jess Geier Director of Special Projects	Jess supports the ELT with special projects specific to compliance ranging from grant applications to tiered monitoring, renewal, and annual reporting.	Founding Member	n/a
Meagan Tracey Associate Principal Early College	Meagan oversees Early College Programming	May 25, 2016	n/a
Sophia Stephney Principal	Sophia is responsible overseeing guidance, enrollment, and student life	May 19, 2016	May 15, 2023
Renee Lewis Associate Principal of Teaching & Learning	Renee oversees the schools' assessment, professional development, creation of curriculum/alignment for all grades.	July 1, 2022	n/a
Kandice Sumner Associate Principal of Culturally Responsive Practice	Kandice oversees NHCSB's culturally responsive teaching and learning curriculum and instructional practice	July 1, 2022	n/a
Ronnie Bevis Director of Student Services	Ronnie oversees the Special Education Program and ESL program at NHCSB.	July 1, 2021	n/a
Kimberly Mund Dean of Special Education	Kim oversees the Special Education Program at NHCSB.	June 28, 2016	n/a
Shana Cunningham Associate Principal of Scholar Success	Shana oversees student success programming including the English	May 1, 2017	n/a

	Language Learners Program at NHCSB.		
Janelle Watty Middle School Dean of Students	Tamara is responsible for upholding our school culture as well as handling student discipline for the lower grades.	August 10, 2022	n/a
Bryan Hancock High School Dean of Students	Laurie is responsible for upholding our school culture as well as handling student discipline for the high school.	August 1, 2022	n/a
Timothy Chin Director of Operations & Transportation	Tim is responsible for overseeing the management of the building facilities, safety planning, and central office management.	July 1, 2020	n/a
Meagan Hatanaka Early College Dean	Meagan is responsible for supporting the design work of History and ELA curriculum, evaluating all History and ELA teachers at the Early College level, and supporting the development of instructional assessments.	August 14, 2017	n/a
Suzanne Graham Director of Business & Finance	Suzanne manages the functions of the business office including budget, accounts receivable, and contracts as well as supports Human resources.	March 4, 2019	n/a
William Libby Director of HR	Will supports the business office and manages Human Resources	August 10, 2020	n/a
Nicolas Jackson Education Data Analyst	Nicolas oversees assessment scheduling and data analysis for the school	August 1, 2022	n/a
Jorge Vega Director of IT	Jorge oversees all technology use, safety, and training.	November 29, 2021	n/a

TEACHERS AND STAFF ATTRITION FOR THE 2022-23 SCHOOL YEAR				
	Number as of the last day of the 2022-23 school year	Departures during the 2022-23 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	58	8	8	termination, resignation, non-renewal
Other Staff	70	6	4	termination, resignation, non-renewal

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

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

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

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

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Mike Sullivan	Chairman	Governance	2	1. Feb 2016-February 2018 2. February 2018-February 2021 3. February 2021-February 2024
Vinnie Marturano	Secretary	Governance Chair	2	1. February 2016-February 2019 2. February 2019-February 2022 3. February 2022-February 2025
Nicholas Christ	Treasurer	Finance Chair	2	1. February 2016-February 2018 2. February 2018-February 2021 3. February 2021-February 2024
Gregory Phillips	Vice Chair	Governance	1	1. May 2019-May 2022 2. May 2022-May 2025
Steven Bernard	Trustee	Academic Chair	2	1. September 2018-September 2019 2. September 2019-September 2022 3. September 2022-September 2025
Graham Bengen	Trustee	Finance	1	1. September 2020- September 2021 2. September 2021-September 2024

BOARD MEMBERS FOR THE 2022-2023 SCHOOL YEAR				
Shelly Jackson	Trustee	Finance/Academic	1	1. January 2023 - January 2024
Jeff Charnel	Trustee	Academic	1	1. June 2022 - June 2023 2. June 2023 – June 2026
Carine Sauvignon	Trustee	Academic	1	1. April 2023 - April 2024

Board of Trustee and Committee Meeting Notices

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
8-30-2022/5pm	1690 Main St Brockton, MA/ Zoom
9-27-2022/ 5pm	1690 Main St Brockton, MA/ Zoom
10-25-2022/ 5pm	1690 Main St Brockton, MA/ Zoom
11-29-2022/ 5pm	1690 Main St Brockton, MA/ Zoom
01-31-2023/ 5pm	1690 Main St Brockton, MA/ Zoom
03-07-2023/ 5pm	1690 Main St Brockton, MA/ Zoom
03-28-2023/ 5pm	1690 Main St Brockton, MA/ Zoom
05-09-2023/ 5pm	1690 Main St Brockton, MA/ Zoom
05-30-2023/ 5pm	1690 Main St Brockton, MA/ Zoom
06-27-2023/ 5pm	1690 Main St Brockton, MA/ Zoom

* Add additional rows as needed

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Finance Committee	8-30-22 3:30 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	9-27-22 3:30 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	10-25-22 4 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	11-29-22 3 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	1-31-23 3:30 PM	1690 Main St Brockton, MA/ Zoom

Finance Committee	3-07-23 3 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	3-28-23 3 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	5-09-23 3:30 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	5-30-23 3:30 PM	1690 Main St Brockton, MA/ Zoom
Finance Committee	6-27-23 3:30 PM	1690 Main St Brockton, MA/ Zoom
Academic Excellence Committee	9-26-22 1 PM	1690 Main St Brockton, MA/ Zoom
Academic Excellence Committee	11-15-22 10 AM	1690 Main St Brockton, MA/ Zoom
Academic Excellence Committee	1-23-23 10 AM	1690 Main St Brockton, MA/ Zoom
Academic Excellence Committee	5-25-23 12 PM	1690 Main St Brockton, MA/ Zoom
Academic Excellence Committee	6-22-23 3 PM	1690 Main St Brockton, MA/ Zoom
Governance Committee	11-21-22 4 PM	1690 Main St Brockton, MA/ Zoom
Governance Committee	1-04-23 4 PM	1690 Main St Brockton, MA/ Zoom
Governance Committee	5-16-23 12 PM	1690 Main St Brockton, MA/ Zoom

APPENDIX D: Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position for School Year 2022-23
Board of Trustees Chairperson	Michael Sullivan	msullivan@ashcroftlawfirm.com	No Change
Charter School Leader	Omari Walker	owalker@nhcsb.org	No Change
Assistant Charter School Leader	Jess Geier	jgeier@nhcsb.org	No Change
Special Education Director	Ronnie Bevis	rbevis@nhcsb.org	No Change
MCAS Test Coordinator	Melissa Jean	mjean@nhcsb.org	Change
SIMS Coordinator	Jorge Vega	jvega@nhcsb.org	No Change
English Learner Program Director	Shana Silva	ssilva@nhcsb.org	No Change
School Business Official	Suzanne Graham	sgraham@nhcsb.org	No Change
SIMS Contact	Jorge Vega	Jorge Vega	No Change
Admissions and Enrollment Coordinator	Lourdes Pires	lpires@nhcsb.org	New

*Add additional rows as necessary

Facilities

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

Enrollment

Action	2023-24 School Year Date(s)
Student Application Deadline	March 1, 2024
Lottery	March 8, 2024

APPENDIX E: Conditions, Complaints, and Attachments

Conditions

No Conditions.

Complaints

No Complaints

Attachments

Table E.1

NWEA MAP Math Scores, All Students, NHCSB, SY2022-23

Math	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	207.0693	101	213.602	98
7	210.3158	95	215.7789	95
8	215.9083	109	219.1944	108
9	221.2816	103	224.5051	99
10	222.7059	102	225.9167	96

Table E.2

NWEA MAP Reading Scores, All Students, NHCSB, SY2022-23

Reading	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	204.1443	97	204.5152	99
7	203.3367	98	208.0532	94
8	212.05	100	213.2025	79
9	216.514	107	220.3906	64
10	215.0652	92	212.3846	26

Table E.3*NWEA MAP Math Scores, Students with Disabilities, NHCSB, SY2022-23*

Math	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	195.5	2	210	21
7	210.7143	14	206.5263	19
8	211.7778	36	215.4412	34
9	209.4	15	210	13
10	209.9	20	217.2857	14

Table E.4*NWEA MAP Reading Scores, Students with Disabilities, NHCSB, SY2022-23*

Reading	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	189.5	2	199.5455	22
7	198.7857	14	200.6842	19
8	209.1875	32	213.0385	26
9	209.8667	15	213.5	4
10	204.7647	17	206.5556	9

Table E.5*NWEA MAP Math Scores, English Language Learners, NHCSB, SY2022-23*

Math	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	194.5	4	213.5238	42
7	208.5909	22	211.5385	26
8	211.3261	46	214.2667	45
9	214	19	217.1579	19
10	212.2083	24	218.2632	19

Table E.6*NWEA MAP Reading Scores, English Language Learners, NHCSB, SY2022-23*

Reading	Fall 22-23		Spring 22-23	
Grade	Average RIT Score	Number of Students	Average RIT Score	Number of Students
6	194.25	4	205.625	40
7	196.7727	22	203.3846	26
8	210.05	40	210.2424	33
9	210.4737	19	216.4545	11
10	203.8182	22	203.2	5

Table E.7

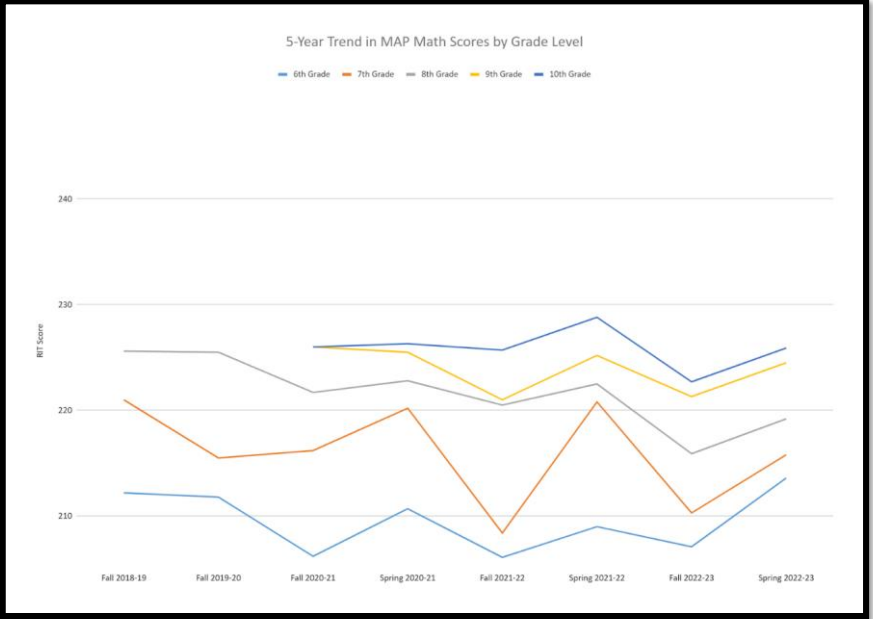


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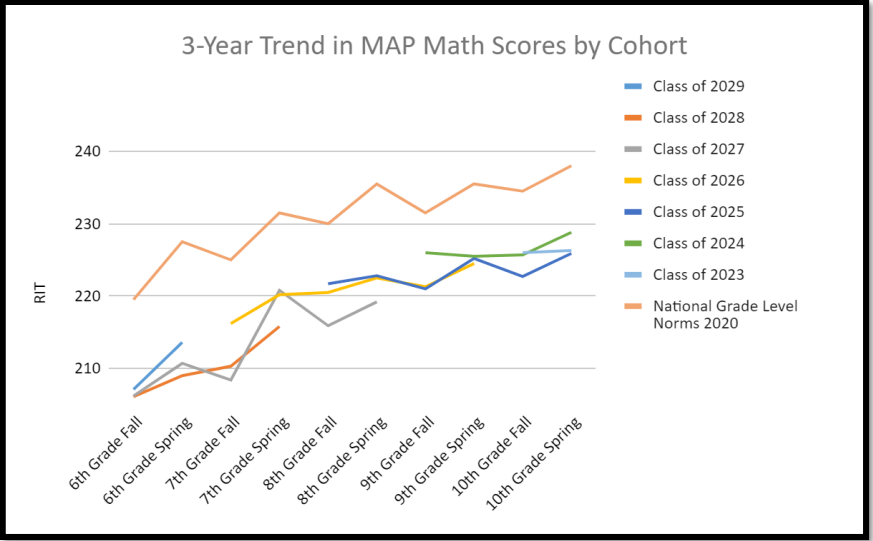


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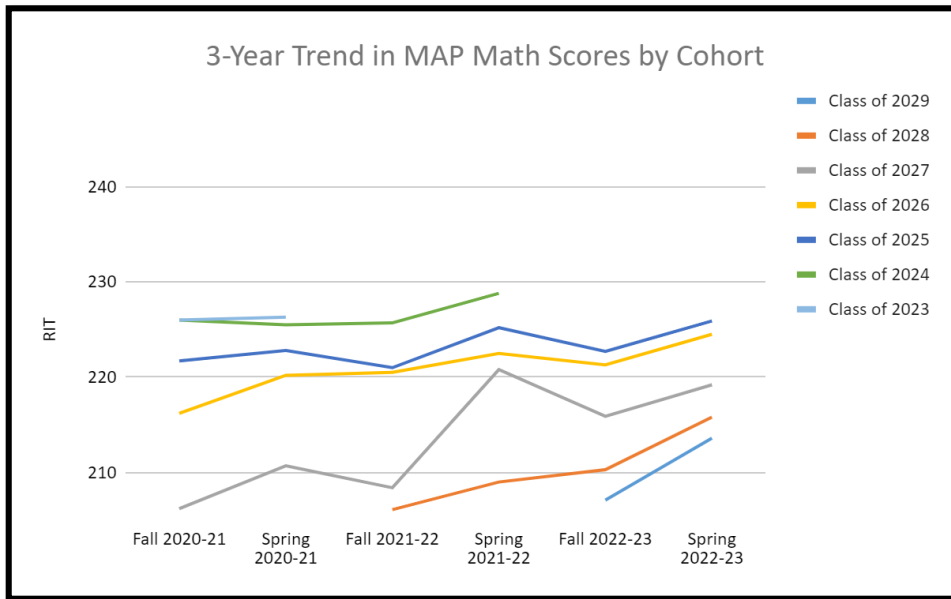


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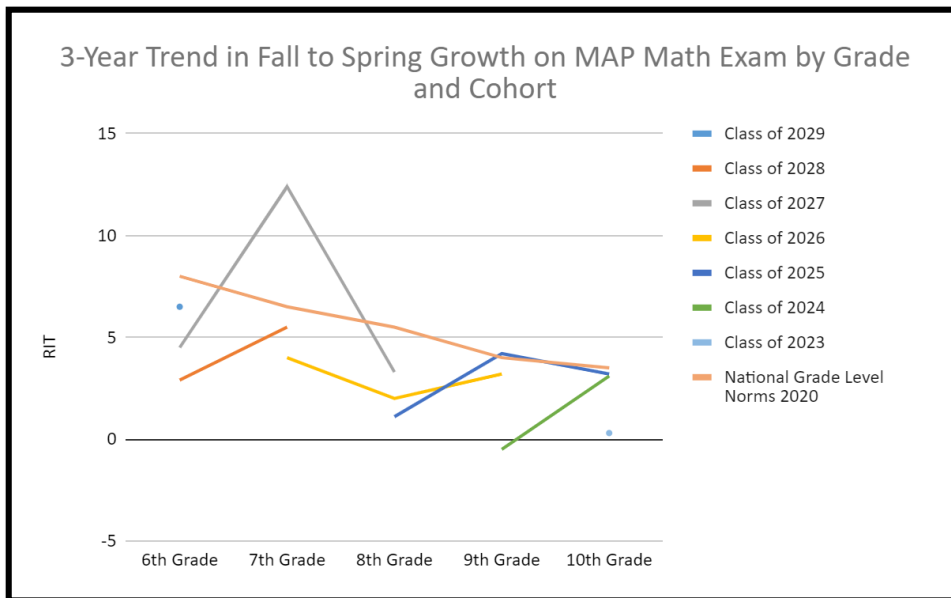


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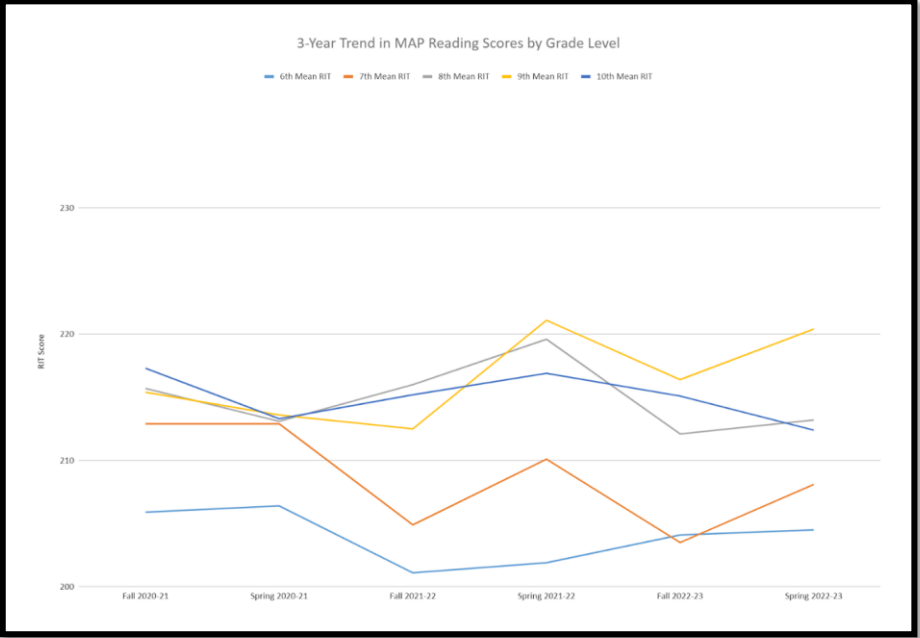


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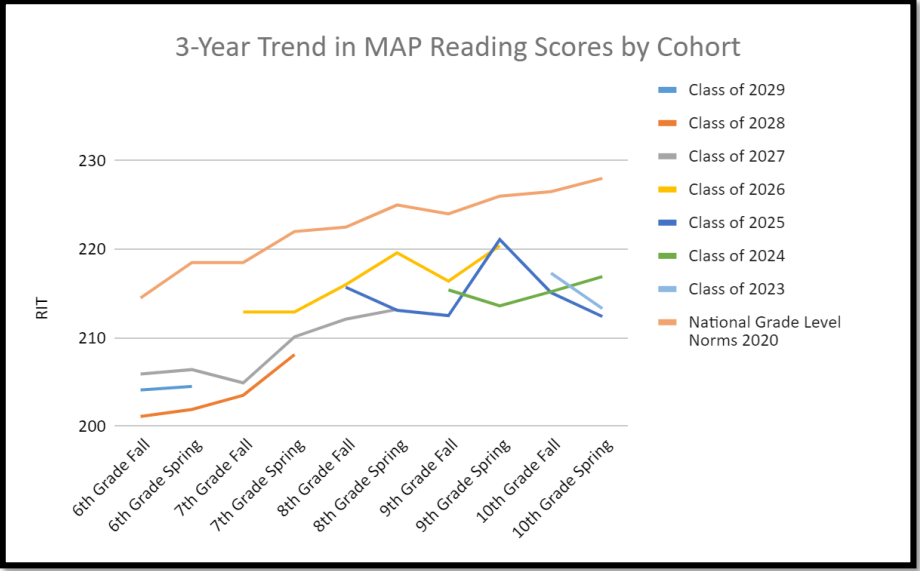


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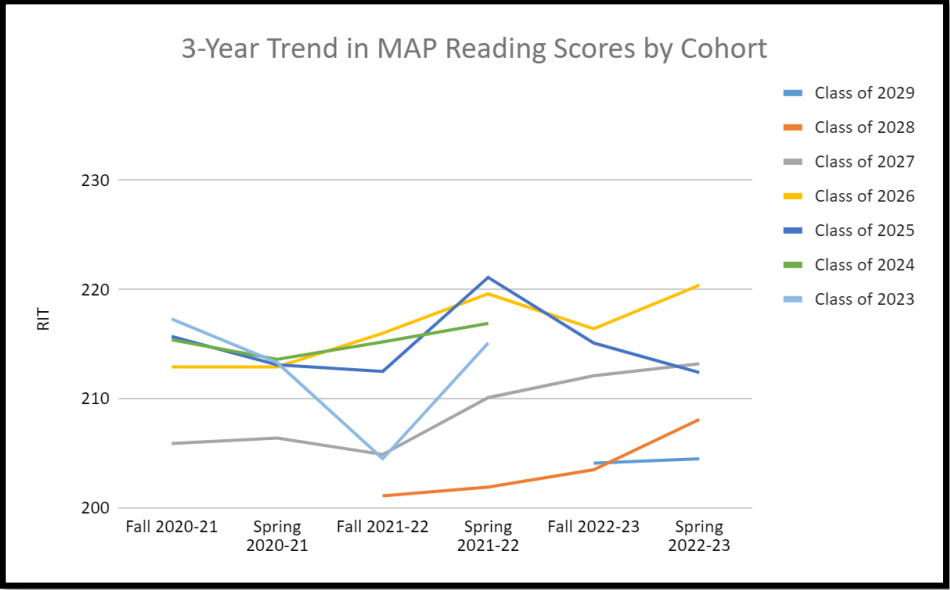


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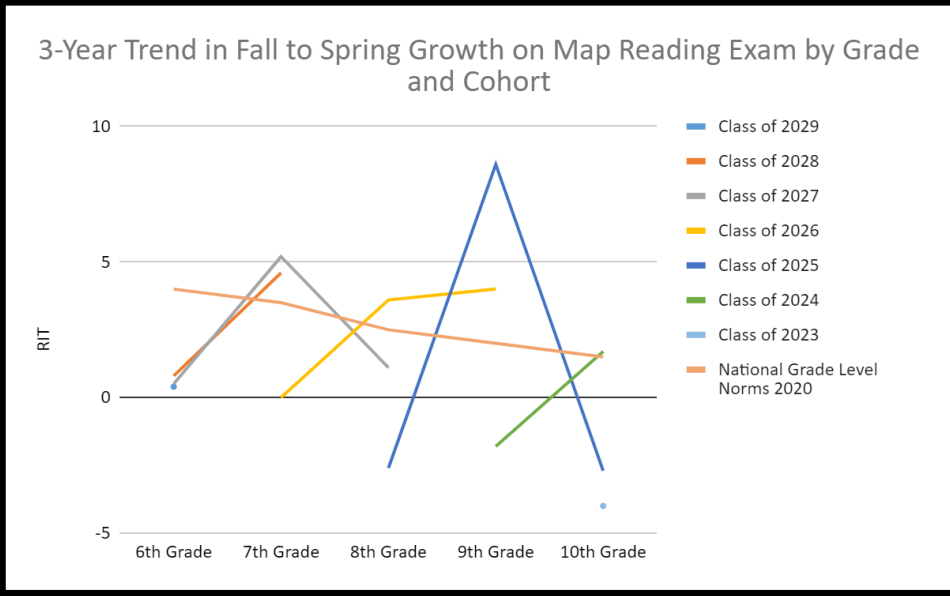


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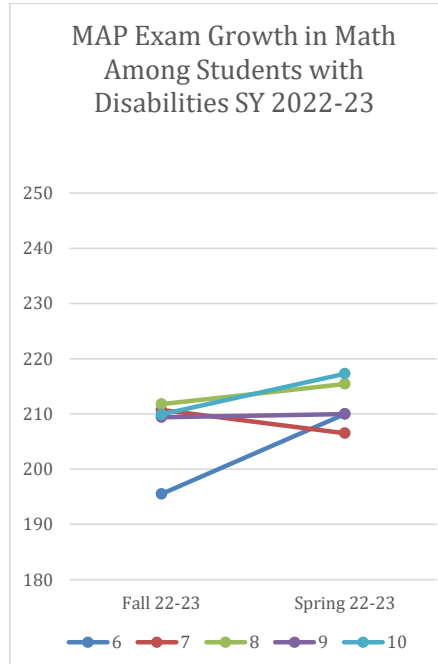


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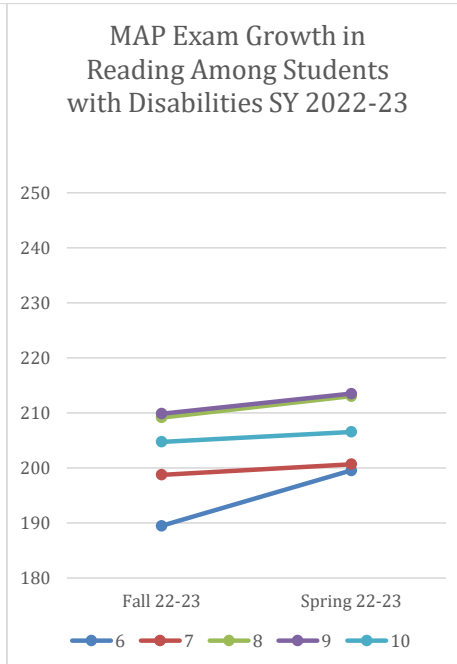


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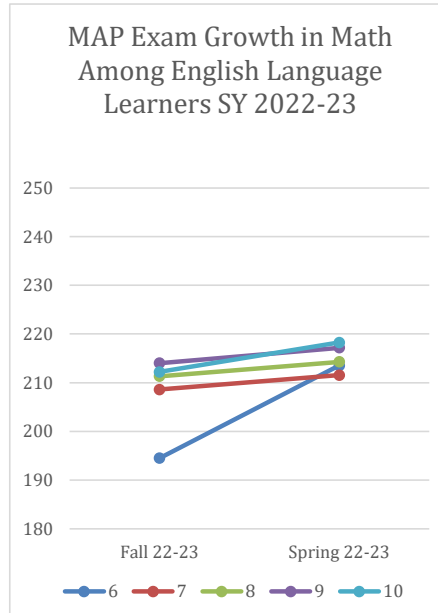


Table E.18

