

NEW HEIGHTS CHARTER SCHOOL of **BROCKTON**

New Heights Charter School of Brockton
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Brockton, MA 02301

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

School Performance and Program Implementation

Amendments to the Charter

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

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

Dissemination:

<p>Best Practice Shared</p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>Criteria that best aligns to the shared best practice (choose from the drop down menu)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</p>
<p>Early College Programming</p>	<p>Early College Conference</p>	<p>Executive Director Omari Walker Dean Deanna Yameen, Massasoit Community College</p>	<p>Mission & Key Design Elements</p>	<p>Statewide audience invested in the work of Early College</p>	<p>Executive Director Walker provided the audience an overview of our program that lead to many conversations, both on site and in the weeks that followed, with schools interested in pursuing Early College models.</p>
<p>Early College</p>	<p>Early College Pathways Focus Group</p>	<p>Jessica Geier, Special Projects</p>	<p>Mission & Key Design Elements</p>	<p>DESE and schools connected to Early College Pathway development</p>	<p>Dr. Geier attended the focus group and shared her concerns (and unique program attributes) with attendees. This meeting led to an opportunity to provide feedback on the new Early College designation as well as meet with several staff members from Springfield to share best practice about college partnership development.</p>
<p>Early College</p>	<p>Early College Conference</p>	<p>Executive Director Omari Walker</p>	<p>Mission & Key Design Elements</p>	<p>Statewide audience invested in the work of Early College</p>	

Programmin g		Dean Deanna Yameen, Massasoit Community College			
Early College developmen t and college partnership s	Early College Pathways Focus Group	Jessica Geier, Special Projects	Mission & Key Design Elements	DESE and schools connected to Early College Pathway development	
Curriculum Developmen t of ENGL 095 Course	Multiple meetings with staff and teachers	Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of Humanities	Program Delivery	Massasoit Community College Faculty and Humanities Dean	Shared writing rubric, course syllabus, and assessments.
Assessment Creation	Multiple meetings with teachers and administrators	Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of	Program Delivery	Other Charter Schools	Currently in the process of solidifying an assessment partnership.

		Humanities, Arielle Zern, Dean of STEM			
Curriculum Development	Multiple meetings with teachers and administrators	Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of Humanities, Arielle Zern, Dean of STEM	Program Delivery	Other Charter Schools	Shared Unit Plans, namely in ELA. Best instructional practices document, Focus of Instruction documents, and close reading resources.
Professional Development	Multiple meetings with instructional administrators	Meredith Morrison, Director of Curriculum and Instruction	Capacity	Other MA Charter Schools	Templates and organizers for PD planning; “How to Run Effective PD checklist.”

Academic Program Success

A. **Link to NHCSB’s Department School Report Card website:**

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

B. **Academic Progress: 2016-2017 student performance on internal or external assessments**

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

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

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

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

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

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

Table: Internal Interim Assessment 4 Data

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

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

in order to best reflect the new Massachusetts Curriculum Frameworks in Math, ELA, and Science.

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

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

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

The second ELA class is a writing intensive course. The purpose of the separate writing class is to provide students with focused instruction on the craft of writing. The 2016-17 school year provided students with ample opportunities to engage in different forms of writing: narrative, argumentative, creative, poetry, memoir. Based on students' writing, the focus of the writing class switched halfway through the year and teachers focused heavily on argumentative and research writing and incorporated opportunities for debate and seminar, aligning to CC speaking standards. NHCSB uses Achievement First's comprehensive PBA (process-based assessment) writing rubric which breaks down strong argumentative writing into four main elements: Argument, Evidence, Language,

and Process. Throughout the year, ELA teachers and the DCI met during common planning time for looking at student work meetings to norm on the rubric, discuss student writing strengths, and select a next focus based on the students' writing. We discovered that the majority of our students were able to form an assertion aligned to a prompt and select connected textual evidence to prove their argument; however, the more nuanced strands, such as interpretation, required much more attention and direct instruction.

D. Inclusion of 2016 Science and Technology/Engineering Standards:

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

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

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

NHCSB Counseling Department Standards H.E.I.G.H.T.S

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

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

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

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

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

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

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

Service Delivery

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

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

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

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

Organizational Viability

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

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

1. Operations:
 - a. The positions of Director of HR/Operations and Director of Finance were combined into one senior leadership role that is now held by Elizabeth Boyar, a new staff member. Elizabeth was named Director of Operations effective July 2017.
 - b. A new position, Assistant Director of Operations, was created to assume duties related to business management including finance and procurement as well as human resources. This position is now held by Jennifer

Churchill, the former Assistant Dean of Math and Science and was effective June 2017.

- c. Central Source was hired to work with New Heights' budget and procurement practices as well as state grants. Cindy Marie and her team started working with New Heights in June 2017.

2. Student Culture

- a. Neal Klayman left the role of Dean of Student Services to take on a new role of Dean of Students during the spring of 2017. Dean Klayman's work with students is essential to the NHCSB mission and vision. This work includes coaching students inappropriate behaviors by using our full circle discipline mode. In addition, Mr. Klayman is responsible to oversee student celebratory events, throughout the year, where we acknowledge student's academic accomplishments, milestones and personal growth
- b. The NHCSB Leadership Team also acknowledged the need to establish a Head of Counseling to oversee the work being done to support our students social and emotional wellbeing. In an effort to serve our students, Amy Alves was named Head of Counseling and a new counsel will join our staff for the 2017-18 school year bringing the total number of counselors available to students up to 3.
- c. Janice Manning, Head of School, will assume a new role during the summer of 2017 as Head of School/Director of Culture. NHCSB is keenly aware, as a new school, of the importance of setting a culture with our students, families and staff. Janice's expanded role will allow her to focus on cultivating our school culture.

3. Academic Services

- a. During the 2016-17 school year, NHCSB employed Dean (Meredith Morrison) and an Assistant Dean (Jen Churchill) to oversee curriculum and instruction. Upon feedback from teachers and staff, the Leadership Team added a new Dean of ELA and replaced the current Assistant Dean of Math and Science with a Dean of STEM, both of whom will be overseen by a Chief Academic Officer (Meredith Morrison). This new structure will provide additional staff to work with teachers in the classroom, develop instructional support materials, and complete curriculum in addition to closely monitoring data provided by both state and local assessments. In addition, as NHCSB begins to transition to the college curriculum staff will create curriculum and ensure that it is aligned to the early college model.
- b. Rebekah Viens joined the NHCSB team during the spring of 2017 to assume the role of Dean of Student Services. Dean Viens' work at NHCSB is to build a strong foundation for special education programming which is important to the ongoing success of our students.
- c. Shana Silva joined the NHCSB team as a Dean of English Language Learning. Dean Silva's work with EL students is essential to building a

strong foundation at NHCSB to support the work and success of all of our students.

4. Executive Leadership

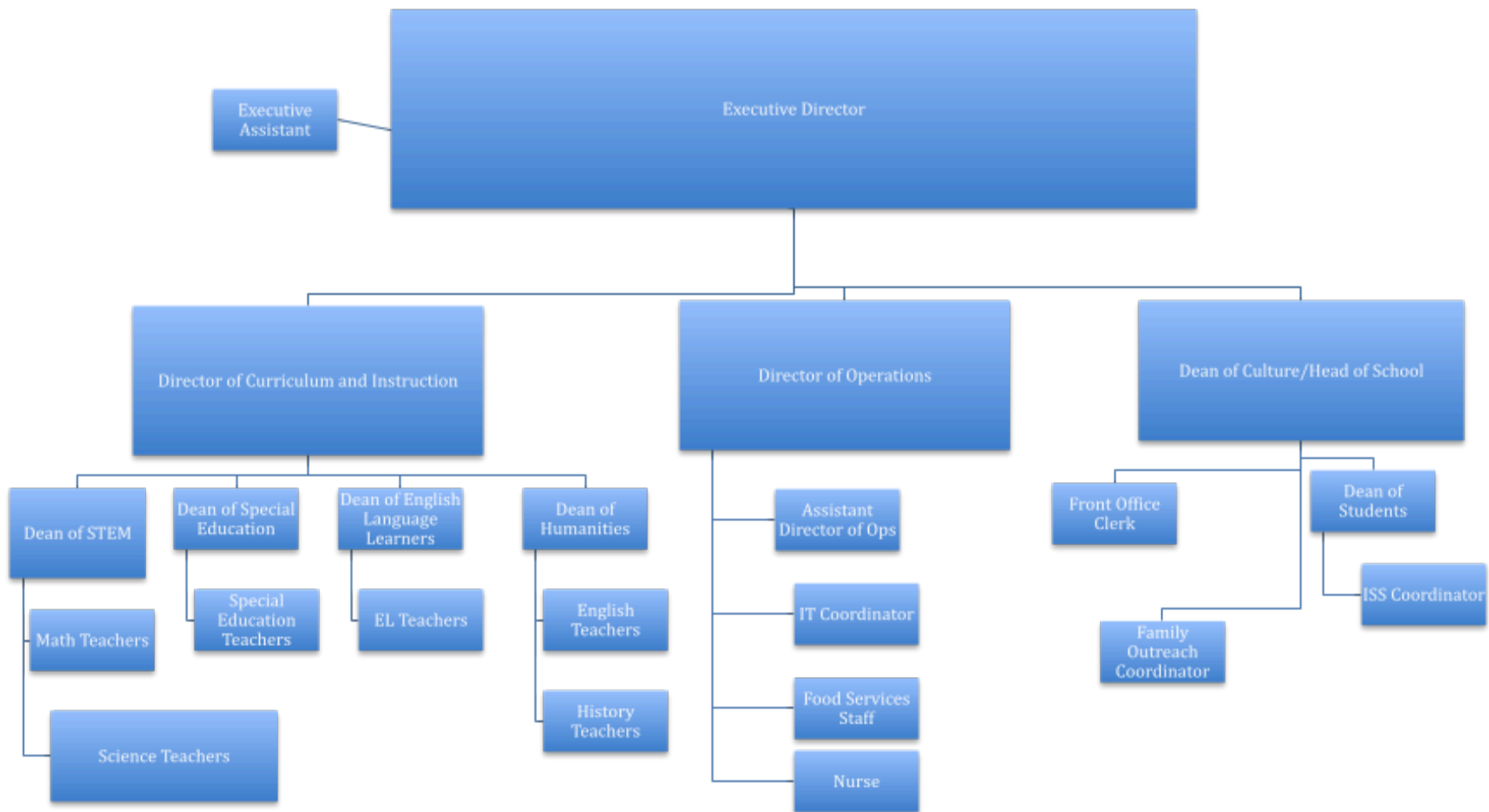
- a. The NHCSB Leadership Team worked this spring on an organizational chart that reflected the spirit of work and the vision of our school. The team arrived at an organization chart that identifies three key school-based leaders (Director of Operations, Director of Curriculum and Instruction, and Head of School/Director of Culture) support by the Executive Director and the Board of Trustees.

5. **Teacher Evaluation:**

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

6. **Organizational Chart:**

See Below the 2017-18 School Chart



- A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)
Please see Appendix for the Statement of Revenues
- B. Statement of net assets for FY17(balance sheet)
Please see Appendix for the Statement of Net Assets
- C. Approved School Budget for FY18
The NHCSB Board of Trustees approved the budget (see Appendix) on June 27th, 2017.
- D. Capital Plan for FY18
NHCSB does not have a Capital Plan for FY18. We are completed all major renovation projects during the summer of FY17. The NHCSB Board will like begin discussions during FY18 for future building needs when our oldest students enter the 11th grade in FY20.

Appendixes

Assets Sheet and Revenue Sheet

Assets					
Current Assets					UNAUDITED
Cash					\$338,969
Grants and accounts receivable					146,018
Prepaid expenses					<u>43,063</u>
	Total current assets				<u>528,050</u>
Noncurrent Assets					
Capital assets, net					<u>1,468,016</u>
	Total assets				<u>\$1,996,066</u>
Liabilities and Net Position					
Current Liabilities					
Accounts payable					\$85,124
Accounts payable - construction					183,940
Accrued expenses					171,100
Line of credit - current					-
Notes payable - current					-
Advances					<u>6,581</u>
	Total current liabilities				<u>446,745</u>
Noncurrent Liabilities:					
Accounts payable - construction					-
Line of credit					373,037
Notes payable					<u>772,641</u>
	Total noncurrent liabilities				1,145,678
	Total liabilities				<u>1,592,423</u>
Net Position:					

	Net investment in capital assets					322,338
	Restricted for:					
		Transportation				-
		Imputed interest				-
	Unrestricted					<u>81,305</u>
		Total net position				<u>403,643</u>
		Total liabilities and net position				<u>\$1,996,066</u>
						\$-

Revenue

<i>Operating Revenues:</i>					UNAUDTE D
		Tuition			\$4,096,113
		Federal grants			820,856
		Food service revenue			138,036
		Program fees			-
		On-behalf			-
		In-kind revenue			-
		Total operating revenue			<u>5,055,005</u>
<i>Operating Expenses:</i>					
		Salaries			2,370,413
		Payroll taxes			84,845
		Fringe benefits			246,899
		Rent			467,432
		Utilities			2,179
		Contracted services			274,436
		Professional fees			105,141
		Professional development			48,245
		Insurance			7,829
		Instructional supplies and materials			419,654
		Student activities			4,505
		Supplies and materials			25,121
		Food service program			243,420
		Travel			4,572
		Interest			25,531

	Advertising and marketing			8,983
	Equipment			8,802
	Repairs and maintenance			12,528
	Information technology			60,035
	In-kind transportation			-
	Depreciation			130,287
	Miscellaneous			<u>794</u>
	Total operating expenses			<u>4,551,651</u>
	Operating loss			<u>503,354</u>
	<i>Nonoperating revenues/(expenses):</i>			
	Private grants and contributions			-
	Interest income			14,607
	Other income			150
	Other loss			<u>(84,790)</u>
	Total nonoperating revenue			<u>(70,033)</u>
	Change in net position			433,321
	Net position, beginning of the year			<u>(29,678)</u>
	Net position, end of the year			<u>\$403,643</u>

NHCSB Board Approved 2017-18 Budget

FY: **2018**

Year 2: FY18 Proposed
2018

TOTAL REVENUE	6,454,005
TOTAL EXPENSE	6,226,762
SURPLUS/(DEFICIT)	227,243

OPERATING REVENUES

1	Tuition	5,079,740
2	Grants - State	
3	Grants - Federal	733,699
4	Grants - Private	255,000
5	Nutrition Funding - State & Federal	229,486
6	Program Fees	156,080

1	TOTAL OPERATING	
3	REVENUES	6,454,005

OPERATING EXPENDITURES

Administration

1	Salaries - Administrative	
4	(Professional)	860,000
1		
6	Accounting-Audit	60,000
1		
7	Legal	70,000
1		
8	Payroll	21,940
1		
9	Other Professional Services	89,600
2	Information Management and	
0	Technology	33,493
2		
1	Office Supplies and Materials	27,100

2	Professional Development, Administrative/Board	20,000
2		
3	Dues, Licenses, and Subscriptions	15,000
2		
5	Recruitment/Advertising	7,000
2		
6	Travel expenses for staff/Board	10,000
2		
8	Purchased Management Services	87,000
2		
9	Other: Furniture/Equipment	45,000
3	BayCoast Bank/Private	
0	Other: Loans	485,196
3		
1		1,831,329

Instructional Services

3		
2	Salaries - Teachers	2,072,500
3		
6	Contracted Services, Instructional	30,000
3	Instructional Technology in	
7	Classrooms	53,020
3		
8	Instructional Supplies & Materials	204,090
3		
9	Testing & Assessment	38,500
4	Professional Development, Instructional	71,000
4		
1	Dues, Licenses, and Subscriptions	25,061
4	Staff Stipends in addition to base salary	100,500
2		
4	Other: Summer Bridge	50,341
5		
4		
6		2,645,012

Other Student Services

4		
8	Health Services	5,000
4	Student Transportation (to and from	
9	school)	147,200
5		
0	Food Services	295,992
5		
1	Athletic Services	19,250
5		
5		467,442

Operation and Maintenance of Plant

5	Salaries - Operation and	
6	Maintenance of Plant	0
5	Utilitie	
7	s	0
5	Maintenance of Buildings &	
8	Grounds	50,000
5		
9	Maintenance of Equipment	0
6	Rental/Lease of Buildings &	
0	Grounds	375,060
6		
1	Rental/Lease of Equipment	0
	Other: Capital Outlays (Reduced by Loans of \$715K)	250,000
6		
6	Other: Advertising	500
6		
8		675,560

Fixed Charges

6		
9	Payroll taxes	245,009
7		
0	Fringe Benefits	317,410
7		
1	Insurance (non-employee)	12,000
7		
5		574,419

Community Services (Including Dissemination)		
7		
6	Dissemination Activities	5,000
	Civic Activities	6,000
7		
7	Student Activities	22,000
7		
8		33,000
<hr/>		
8	TOTAL OPERATING	
0	EXPENDITURES	6,226,762
<hr/>		
8		
1	SURPLUS/(DEFICIT)	227,243

New Heights Charter School of Brockton
Charter School Accountability Plan (2016-2021)

<i>New Heights Charter School of Brockton (NHCSB)</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Brockton
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Brockton, Taunton, Randolph
Year Opened	2016	Year(s) Renewed (if applicable)	N/A
Maximum Enrollment	735	Chartered Grade span	6-12
Mission Statement: Our mission is to prepare our students for college. Period			

Key Design Elements:

Key Design Element #1: Fast Track Early College Design (p. 2-4; 12-13; 158, Final Charter Application)

Key Design Element #2: “We go to college” Culture (p. 4-5; 12-13; 44; 158, Final Charter Application)

Key Design Element #3: Professional and Community Development (p. 6; 12-14; 45; 158, Final Charter Application)

The charter school commits to meeting Criteria 1 through 10 as outlined in the

Charter School Performance Criteria.

Date of Preliminary ESE Approval	<u>6/15/17</u>
Date of Board Approval:	<u>6/27/18</u>
Date of ESE Approval:	<u>Pending at time of submission</u>

Objectives and Measures related to Mission and Key Design Elements (required):

Objective: Every student will be prepared for college (Fast Track Early College Design)	
<p>Measure: Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:</p> <ul style="list-style-type: none"> ● I am learning to write effectively ● I am learning to think critically ● I am learning to work independently ● I ask questions or answer questions in class everyday ● I receive feedback from my teachers everyday ● I agree that NHCSB has helped me develop the skills/knowledge that I need for college-level classes 	<p>Kinds of data gathered/data collection plan: The Head of Counseling will do twice annual surveys (modeled after the SEARS, the Social Emotional Assets and Resilience Scales) of students in grades 6-12 to measure students social/emotional well being as well as their motivation to succeed in school. These surveys will be maintained by the Head of Counseling and data will be stored in his/her office. NHCSB will prepare an annual report that summarizes data from the fall and spring surveys. NHCSB will report on the percentages of responses for each statement separately to show areas of growth and areas of needed support over the duration of the year.</p>
<p>Measure: By graduation, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade.</p> <ul style="list-style-type: none"> ● In year 1 (2017-2018), 30% of 9th grade students will pass (C or higher) the Massasoit Community College development course sequence in math and English. ● In Year 2 (2018-2019), an 	<p>Kinds of data gathered/data collection plan: The Director of Curriculum and Instruction, working with the school guidance counselors, will maintain a record of college course completion for all NHCSB students. This data will be reviewed at the completion of the academic year and will be stored in each student's academic file. The Massasoit Community College Development Course sequence includes English 095 (a course designed to remediate skills deficiencies in</p>

<p>additional 55% of the 10th grade class will will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 85% of students completing the requisite courses in math and English by the 10th grade.</p> <ul style="list-style-type: none"> ● In Year 3 (2019-2020), the remaining 15% students will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 100% of students completing the prerequisite courses in math and English by the 11th grade. ● In Year 4 and 5, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade. 	<p>Reading and Writing) and Math 001-003 (a course designed to remediate basic arithmetic, geometry and pre-Algebra skills)</p>
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Objective: NHCSB will create a unique culture to support all students (We Go to College Culture)

Measure: Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:

- I feel good about being in this school
- I care about this school
- I feel safe in this school
- I feel supported by the staff at this school
- I am comfortable being myself in this school
 - This school’s rules are fair
 - I am an important part of my school community

Kinds of data gathered/data collection plan:
 The Head of Counseling will do twice annual surveys (modeled after the SEARS, the Social Emotional Assets and Resilience Scales) of students in grades 6-12 to measure students social/emotional well being as well as their motivation to succeed in school. These surveys will be maintained by the Head of Counseling and data will be stored in his/her office. NHCSB will prepare an annual report that summarizes data from the fall and spring surveys. NHCSB will report on the percentages of responses for each statement separately to show areas of growth and areas of needed support over the duration of the year.

Measure: NHCSB will run a Summer Bridge program for returning students to create a culture that supports students’ preparation for college and upholds our unique “We Go to

Kinds of data gathered/data collection plan:
 The Directors of the Summer Bridge program (which will last 4 weeks) will collect attendance data, analyze weekly academic assessments in

<p>College Culture”.</p> <ul style="list-style-type: none"> ● In Year 1 (summer of 2017), a minimum of 60% of returning students will attend Summer Bridge ● In Year 2 (summer of 2018), a minimum of 70% of returning students will attend the Summer Bridge ● In Year 3 (summer of 2020) and beyond, a minimum of 80% of returning students will attend the Summer Bridge. 	<p>Literacy and Numeracy, and student reflections. All data will be kept by the Directors of the Summer Bridge program who will write a summary report at the summer’s completion which will be submitted to the Academic Dean. The Summer Bridge program is free to all NHCSB students. Summer Bridge curriculum supports the College Culture of NHCSB through specific learning objectives designed by EDWorks which include the use of syllabi, seminar-style teaching, “College Knowledge” and self-advocacy, and will culminate in a week-long college immersion experience at MCC.</p> <p>Summer Bridge runs from July 5-July 27th, which will allow NHCSB to include findings in the annual report.</p>
<p>Objective: NHCSB will provide comprehensive professional development for all staff and support the development of community partnerships</p>	
<p>Measure: Every year 100% of NHCSB instructional staff will participate in over 150 hours of professional development that are aligned to our mission, culture, and innovative early college design.</p>	<p>Kinds of data gathered/data collection plan: The Director of Curriculum and Instruction will prepare and maintain the professional development calendar for the year beginning with a week-long August PD, weekly Friday PD, quarterly data days, and a 3-day winter retreat. All instructional and support staff are required to attend. Staff will sign-in for all professional development events and may receive PDPs for their participation. All PD will be shared through the Google Classroom so teachers may access past professional development materials.</p>
<p>Measure: Twice annually, as measured by the staff PD survey, 90% of all staff will agree with the following statements:</p> <ul style="list-style-type: none"> ● I feel good about being in this school ● I care about this school ● I feel supported by the administration at this school ● I feel heard by the administration ● NCHSB PD is helping me improve 	<p>Kinds of data gathered/data collection plan: The Director of Curriculum and Instruction will create and gather teacher surveys and exit slips completed at the conclusion of professional development. These exit slips should be made available for each PD session. She or he will use this data to make improvements to the professional development calendar. NHCSB will report on the percentages of responses for each statement separately to show areas of</p>

<p>my teaching practice</p> <ul style="list-style-type: none"> • NHCSB PD is a good use of my time 	<p>growth and areas of needed support over the duration of the year.</p>
<p>Measure: New Heights Charter School invests in developing community partnerships to support the learning experience for students including new opportunities for learning and family engagement. During our first five years, NHCSB will develop 5 community partnerships within our charter region.</p>	<p>Kinds of data gathered/data collection plan: The Parent/Family Outreach Coordinator and the Executive Director will attend meetings, take notes, and share information with the school community about budding potential relationships. When the partnerships are in place, signed MOUs will be collected.</p>
<p>Objective: In our first charter term, NHCSB will establish best practices, identify a partner, and develop a collaborative partnership with a district. NHCSB will also share best practices through panels and conferences.</p>	
<p>Measure: During the first term of our charter, NHCSB will work to identify best practices, establish a school partner, and develop a collaboration with the school partner.</p> <ul style="list-style-type: none"> • By the end of Year 2 (2017-2018), NHCSB will identify and document best practices. • By the end of year 3 (2018-2019), NHCSB will identify a public school partner with whom to share best practices. • By the end of year 4 (2019-2020) and in year five (2020-2021), NHCSB will collaborate with our partner school to share best practices. 	<p>Kinds of data gathered/data collection plan: The NCHSB leadership team will meet quarterly to identify best practices and work to identify a school partner and develop a formal collaboration. This document will be a shared file in Google Classroom to ensure that all staff has an opportunity to provide feedback.</p>
<p>Measure: NHCSB will serve as an incubator for early college design in the state of Massachusetts and beyond. In the first charter term, NCHSB staff will participate in 3 panels and present at 5 conferences.</p>	<p>Kinds of data gathered/data collection plan: The Academic Dean will work with the Assistant Deans and the NHCSB College Working Group to create presentations using student data.</p>

Reach Objectives and Measures related to Mission and Key Design Elements (optional):

Objective: NHCSB will prepare all students for success in college

Measure: Each year of our charter term, an increasing number of NHCSB students will earn college credit during high school. By the end of our first charter term, at least 50% of NHCSB students will earn a C or higher in 2 or more college courses

Kinds of data gathered/data collection plan:
The school guidance counselor, with support from the Assistant Deans and the Head Office Clerk, will gather college completion information for student transcript purposes. This data will be held in the guidance counselor's office.
The college courses selected for the 11th and 12th grade are credit-bearing college courses that will be used toward the completion of an Associates Degree in Liberal Arts, Transfer.

Recruitment Plan

School Name: New Heights Charter School of Brockton

2016-2017 Implementation Summary:

1. In a brief narrative, what were report the successes and challenges of implementing the school's recruitment strategies from the 2016-2017 Recruitment Plan?
 - a. Successes: NHCSB was very successful in recruiting students in the 6th to 8th grade last year during a very tumultuous approval process into a very tumultuous fall moving temporarily from Brockton to Norwood. We used the local newspapers to advertise our lottery and we sent out flyers to every age-eligible household in our region. In addition, our website and Facebook pages saw a great deal of foot traffic. We also held an open house at the temporary Norwood location to introduce families to our model.
 - b. Challenges: Although our 6th and 7th grade recruitment activities continued to yield high numbers of applicants, NHCSB did struggle to recruit 8th grade applicants as the year went on. 8th graders seemed less inclined to leave their sending school to attend NHCSB. In addition, our temporary location in Norwood as we awaited final approvals for our permanent site in Brockton made it difficult for prospective families to visit our school. In order to address the location inconvenience, NCHSB held several information sessions in Brockton but we believe our location and our 8th graders reluctance to leave their sending schools were challenges to implementing our recruitment strategies that met our region's needs.
2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?
 - a. NHCSB does have a high number of sibling enrolled in our entry class including triplets and a few sets of twins. The 2017-18 incoming class includes a great number of younger siblings, many of whom we already know because they join their parents at open houses and school-sponsored events. We believe that sibling applications represent a high compliment to the work that we are doing with students at NHCSB and continues to support the development of our strong school culture.
3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2017 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.
 1. We believe that the incoming class of 6th - 9th will meet the comparison index or the school's gap narrowing targets. Our enhanced recruitment strategies (including a new position for 2017-18 that will deal exclusively with community outreach) should ensure that we are reaching all eligible families with our message. In the

event our October 2017 SIMS does not meet the comparison district we would welcome further discussion with DESE to improve upon our recruitment plan.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2017-2018:

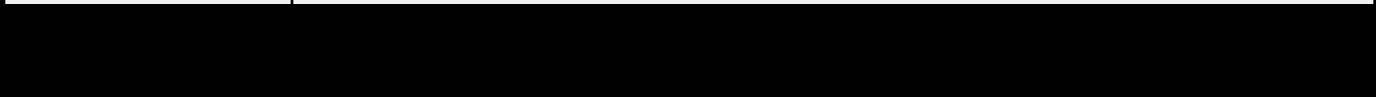
1. Partner with community agencies to disseminate information about NHCSB
2. Utilize marketing agencies that target age-eligible households (in the households first language)
3. Develop a new website that is easily translated and provides a central location for all pertinent information
4. Continue to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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

<p>(a) CHART data</p> <p>School percentage: 8%</p> <p>GNT percentage: 0.3%</p> <p>CI percentage: 11.4%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Goal: We expected to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategies included:</p> <ul style="list-style-type: none"> ● Distribute school program flyers and information highlighting NHCS’ intention to include a population of students with disabilities. ● Emphasize comprehensive academic support for students with disabilities and diverse student learners. ● Attend relevant community organization meetings to communicate NHCS’ programs and supports for students with disabilities and diverse learners.
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI:</p>

	<p>Activity 1: Each student with an IEP or 504 will have a case manager who will consistently review/revise student plans and communicate with parents student progress and growth, and act as students’ in-house advocate, fighting for the child’s Least Restrictive Environment and fidelity of implementation of his/her IEP/504.</p> <p>Activity 2: We will have Special Education staff available during our open houses, information sessions, and other recruitment events.</p> <p>Activity 3: We will have one open information session each quarter for families to come in and give feedback on our Special Education program. Also at those sessions, parents will be provided with education re: understanding disabilities, reading IEPs/504s, parental rights in Special Education, systems and procedures in regards to annual reviews and triannual review, testing, accommodations vs modifications, etc.</p>
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<p>(a) CHART data</p> <p>School percentage: 4.5%</p> <p>GNT percentage: 2.2%</p> <p>CI percentage: 8.9%</p> <p>The school is <u>above</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) 2016-2017 Strategies</p>
	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed Goal: We expected to meet or exceed district enrollment levels due to our recruitment strategies. Strategies:</p> <ul style="list-style-type: none"> ● Translate all documents into Portuguese, Haitian Creole, and Spanish to reflect the predominant languages spoken in Brockton, Randolph and Taunton and disseminate widely to community agencies, churches, public venues (such as libraries and parks) and local merchants/restaurants. ● Use non-English Language media outlets such as newspaper and radio to reach families with limited English-proficiency. ● Develop and leverage partnerships with community agencies that work primarily with limited English-proficiency. ● Coordinate with colleges and community agencies to attend Adult Language classes to speak about NHCSB to prospective parents. ● Retain bilingual outreach coordinators.
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p>
	<p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Activity 1: All promotional materials and applications will be printed in Haitian Creole, Portuguese (the official language of Cape Verde), and Spanish. Families</p>

	<p>that speak any of these languages will receive our application in English as well as their native language. Additionally, our school website can be translated into any foreign language.</p> <p>Activity 2: We will have bilingual and/or multilingual staff available during our open houses, information sessions, and other recruitment events.</p> <p>Activity 3: We will hold at least 3 information sessions before our annual lottery. At least one of these events will be held at a community organization that serves families with a first language other than English. The other sessions will be held at our school. We will advertise for our information sessions in English, Portuguese, Haitian Creole, and Spanish.</p> <p>Activity 4: We have made contact with the Family Center in Brockton which serves families with a first language other than English. We plan to distribute promotional materials and applications to the Family Center, as well as attend and present at least one event that caters to families with a first language other than English.</p>
<p>(a) CHART data</p> <p>School percentage:47%</p> <p>GNT percentage:39.9%</p> <p>CI percentage:-0.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies. Strategies:</p> <ul style="list-style-type: none"> ● Distribute promotional materials at public venues such as libraries and parks, in addition to the Salvation Army, WIC Offices, YMCA and other government agencies, churches, and community centers. ● Emphasize in public presentations that NHCS is a free, public school option for students and, as part of their education experience with NHCS, students can earn up to 60 college credits for free. <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: NHCSB is confident in our strategies from the previous year, but we will continue to actively recruit students from economically disadvantaged students.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at NHCS, our “Academic Boot Camp” offered in the Lower School, in addition to our Summer Bridge program, all designed to bring students to proficiency and prepare them for the next steps. • We will include descriptions of our programming as it relates specifically to increasing proficiency, from the use of double-blocked English and Math to the inclusion of developmental courses at MCC.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • 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. <p>We will focus on what makes us different from “traditional” public schools, emphasizing our wraparound services.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • 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>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>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • We have been told that students who are not interested in attending college, perhaps for whom high school graduation is sufficient, may be

	<p>discouraged from applying.</p> <ul style="list-style-type: none">● We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.● We will also remind students that the college courses are free and will be taken in place of “traditional” high school classes. <p>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>
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Retention Plan

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary: NHCSB set-out with an ambitious goal in our first year of operation (2016-17) to retain 90% of our student body. We feel, ending our first year, that our retention goal was satisfied. We began the year with 315 and we are concluding the year with 315. As a first year school, without conclusive CHART data to corroborate our position, NHCSB relied on our October 2016 SIMS report and our June 2017 SIMS report to look for changes. In late 2016, the NCHSB Board submitted a new enrollment policy for Commissioner approval that included a stipulation that all vacated seats during the school year, up to the last day of school, would be filled by children on the waitlist. The NHCSB Board and Administrative Team feel strongly that it is the school's responsibility to provide as many children as possible the opportunity to attend NHCSB.

This policy went into effect in the winter of 2017 and NHCSB struggled to find 8th grade students to fill vacated seats, particularly during the late spring and early summer. The enrollment team received a number of requests from students who were leaving NHCSB at the end of the 8th grade to move on to private high schools in the fall of 2018. Several students expressed the desire to return to their sending district to join in the "8th grade graduation ceremonies" that served as an important "right of passage". When enrollment team members contacted the next student on the waitlist they heard the following feedback: Students expressed the desire to complete their final year at their district school and join NHCSB in the fall; they wanted to first complete all mandated state testing; they did not want to leave their friends and join a new school so late in the school year; and finally, they did not want to join our classes that were already underway and feel completely lost. However, we were successful in filling all vacated seats and we are proud of our retention activities which included the following:

1. Behavior System –NHCSB uses a software program called Dean's List to support our behavior system. Dean's list records the positive and negative behaviors of students on campus. Good behavior was awarded points that could be used to "purchase" NHCSB logo items or dress down days.
2. NHCSB implemented an 8th grade dance and graduation ceremony that was eagerly anticipated and widely attended.
3. NHCSB implemented grade-specific award ceremonies to recognize the hard work throughout the year of all students and welcome them to the next grade.
4. NHCSB developed a robust afterschool enrichment period including extracurricular sports, karate, art, and homework help to support students.

5. NHCSB offered free optional summer programming to our graduating 8th grade students. We are proud to say that 87 of our 105 8th grade students attended and completed the 4 weeks of academic enrichment.
6. NHCSB teachers consistently met in grade level teams through Response to Intervention (RTI) protocols to better support struggling students.
7. NHCSB Academic Deans assigned summer reading and math practice to assist students in maintaining their skills from the previous school year.

Moving into the 2017-18 school year, the NCHSB Board will review the retention strategies, including the enrollment policy, to determine the effectiveness of all school procedures. It is the Board's intention to not enact policy that puts students at risk for failure or disrupts the learning of others.

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

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: #% Third Quartile: #%</p> <p>The school is above/below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>New School: Since NHCSB is a brand new school and the new school year is not yet upon us, we can only speculate based on where are numbers were at the end of the school year. In the June SIMS report, 315 students were enrolled at NHCSB, our full enrollment.</p> <p>Strategies: We will incorporate systematic assessment strategies, including progress monitoring and formative assessments to monitor instruction. Through the use of student data staff will be empowered to modify instructional strategies to meet the needs of individual students. All Staff will be knowledgeable in classroom management strategies. This will provide more time on learning rather the need to address students' disruptive behaviors. We will implement a co-teaching model, which will provide collaboration and consistency between regular, remedial and special education. Students who are not making effective progress may participate in after school tutoring programs, Summer Bridge programming, and access extra help during the school day. When our special education students travel to the college, a special education teacher</p>

will travel with them to work with the college professor to meet each student's state IEP or 504 requirements. In addition, students may take advantage of the many student services available at MCC such as services for the visually impaired, note-takers, or assistance with test taking.

(c) 2017-2018 Additional Strategy(ies), if needed

The NHCSB Special Education staff did not collaborate with local community organizations to develop these strategies, instead relying initially on our team's assessment of our students' needs. We would like to allocate 1 year to each of these strategies and reassess effectiveness at the end of the 2017-18 academic year at which time we may reach out to local agencies for support and assistance.

Strategy 1: We have 5 certified Special Education Teachers on staff to provide student support ranging from inclusion, pull-out, small group instruction, decoding, and social skills. Each student's individual program is dependent on the services prescribed in his/her IEP/504, and all students have access to any program as an accommodation should the need arise. Have hired one teacher to primarily work with students with Autism and develop a social skills program in partnership with counseling department. One of our teachers was promoted to Lead Teacher to own some of our systems and procedures in relation to student re-evaluations, and referrals for services.

Strategy 2: Special Education director is present at all parent meetings and is available to parents and children whenever needed to ensure concerns are being addressed immediately and follow up is quick and effective.

Strategy 3: Providing appropriate professional development for all of our core academic teachers in order to ensure that our students have meaningful access to the curriculum, and are receiving adequate support from classroom teachers such that they can succeed in the classroom.

Professional development topics include: accommodations and modifications for academics and behavior, disability training, parent and child legal rights, IEP and 504 timelines, daily roles and responsibilities, student case studies, IEP/504 meeting processes, etc.

Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: #% Third Quartile: #%</p> <p>The school is above/below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed Goal: 90% of students will be retained annually. Strategies: For ELL students who fall behind their peers, intensive targeted intervention will be provided. We have built a staff dedicated to supporting our Limited English-proficient students including classroom teachers (one of whom who travel with the students to MCC) in addition to a Lead ELL to work with teachers and students to ensure that we are meeting the needs of every one of our students.</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>New School: NHCSB is aware that additional strategies for retaining EL students is necessary and the school hired a new Director of ELs during the spring semester to work on program development, recruitment, retention, and provide direct services to students. Below are the strategies that she indicated would be essential for the 2017-18 school year and, at the end of the school year, all strategies will be assessed for effectiveness and, at that time, may require a redesign. The NHCSB EL team worked together to develop these strategies and, as the year progresses, may choose to reach out to community agencies for additional support: Strategy 1: Hired a multilingual English Language Education (ELE) director in addition to an ESL teacher. Our ELE director will be in charge of making sure that all of our LEP students' needs are being met, all ELE department requirements are being met, ensuring our ESL teacher is developing appropriate ESL curriculum and executing lessons effectively, providing professional development for all staff, ensuring that our core academic teachers are using SEI methods and strategies in the classroom in order to make all core content accessible for our English Learners. In addition, EL staff will ensure students and staff respect, value, and celebrate our EL students' native languages, cultures, traditions, and values. Lastly, our ELE director will focus on building strong, trusting relationships with our Limited English-proficient families and the community organizations that serve them. Strategy 2: ELE director has reached out to, and met with all of our EL students' families this year. Our ELE director will continue to meet with EL students' families at least once a year in order to discuss their child's English language proficiency, and our plan to continue to support their child's growth in attaining English Language proficiency. Strategy 3: Providing appropriate Sheltered English Immersion (SEI)</p>

	<p>training for all of our core academic teachers and support staff in order to ensure that our students have meaningful access to the curriculum, and are receiving adequate support from classroom teachers such that they can succeed in the classroom.</p>
<p>Students eligible for free or reduced lunch</p>	
<p>(a) CHART data</p> <p>School percentage: #% Third Quartile: #%</p> <p>The school is above/below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>Goal: 90% of students will be retained annually.</p> <p>Strategies: The schedule is built to meet the academic deficiencies our students may have. All students in grades 6-8 will take 2 English and 2 math classes in our effort to close students' achievement gaps and to ensure that they are prepared for college. Our school support staff will provide psychological supports and identify community service agencies and supports that may benefit students and their families. And our KTECH culture will ensure that our staff know our students (for example) and can respond to them in a direct and personalized way to help remove obstacles to their learning.</p> <hr/> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>NHCSB believes that we have met, and possibly exceeded, our goal to retain 90% of students who are eligible for free and reduced lunch. Although we did not include specific language in our strategies above, our Board implemented several items that we believe enhances our retention of free or reduced lunch students.</p> <p>Strategy 1: All students eat for free at NHCSB. If they do not qualify, NHCSB allocated funding in our budget to ensure that all kids eat lunch. If all kids eat for free, no one child feels stigmatized by his or her status as a free/reduced lunch student.</p> <p>Strategy 2: Breakfast is provided in the morning and a nutritious lunch in the afternoon. NHCSB requested student feedback on the food service provider and incorporated that feedback into requests for specific meals, including a bi-weekly salad bar.</p> <p>Strategy 3: NHCSB is looking into providing dinner to students during the enrichment period at the end of our day.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>Goal: 90% will be retained annually.</p> <p>Strategies: Our entire school model is predicated on the assumption that students will arrive at NHCS sub-proficient. We will use assessment data to place students into the appropriate group (a-d or e) to be sure that his or her social and learning needs are met in each of their classes. In group D,</p>

	for examples, we provide tutors in the classroom as well as multiple teachers to help with small group work and comprehension.
<u>Students at risk of dropping out of school</u>	<p align="center">(d) 2016-2017 Strategies</p> <p>Goal: 90% of students will be retained annually. Strategies: The resiliency culture is the foundation of effective strategies for the prevention of student drop-out. As noted throughout, we will build a KTECH culture that will include cultivating personal relationships with students and their families. Through these relationships we will know our students and we will have the tools we need to be proactive rather than reactive to meet the individual needs of all students.</p>
<u>Students who have dropped out of school</u>	<p align="center">(d) 2016-2017 Strategies</p> <p>Goal: 90% of students will be retained annually Strategies: Due to our KTECH culture and “We Go to College” mindset as well as the efforts we put into developing personal relationships with our students, we expect that we will have few students choosing to drop-out of NHCSB. However, we will welcome students who have dropped out, enrolling them in the appropriate group (a-d or e) to suit their academic needs.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(d) 2016-2017 Strategies</p> <p>Goals: 90% of all students will be retained. Strategies: The NHCSB key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCS specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities.</p>

School and Student Data Tables

NHCSB School Profile:

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

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

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Janice Manning Head of School	Janice oversees the academic program, parent support and school culture and NHCSB. She is also the senior building administrator.	August 1, 2016	
Neal Klayman Dean of Students	Neal is responsible for upholding our school culture as well as handling student discipline	August 1, 2016	
Meredith Morrison	Meredith is responsible for designing the	August 1, 2016	

Director of Curriculum and Instruction	curriculum at NHCSB, evaluating teachers, delivering professional development, and developing all instructional assessments.		
Jennifer Churchill Assistant Dean of Curriculum and Instruction	Jen is responsible for supporting the design work of math and science curriculum, evaluating all math and science teachers, and supporting the development of instructional assessments.	August 1, 2016	June 1, 2017 *Jen left her Assistant Dean position and joining the Operations Team as Assistant Director of Operations.
Rebekah Viens Dean of Student Services	Rebekah oversees the Special Education department. She supports the work of all NHCSB teachers, reviews IEPs and 504s, and secures all necessary support services to students.	February 10, 2017	
Amy Alves Head of Counseling	Amy oversees the counseling department and the bullying prevention program, she provides direct services to students, and she ensures student wellness and social/emotionally needs are being met.	August 1, 2016	
Omari Walker Executive Director	Omari oversees the entire NHCSB operation, works directly with the NHCSB Board, supports fundraising and grant attainment activities, and provides leadership to the Head of School	August 1, 2016	

Thomas Coogan Deputy Executive Director, Finance	Tom oversees the budget at NHCSB including services related to building, finance reporting, and maintenance.	September 1, 2016	June 30, 2017
Elizabeth Coogan Director of Operations	Liz oversees the day-to-day operations of NHCSB including purchasing and procurement, human resources, and payroll.	August 1, 2016	June 30, 2017
Colleen Roberts, EL Lead	Colleen oversaw services to all NCHSB students including instruction and curriculum development.	August 8, 2016	May 01, 2017
Shana Silva, Director of EL Services	Shana oversees services to all NCHSB students including instruction and curriculum development.	May 01, 2017	

*Add additional rows as necessary

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

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Michael Sullivan	Chairman	Governance	1	2 year
Rick Schwartz	Trustee	Finance	1	1 year

Anthony Modica	Trustee	Chair, Academic Excellence	1	1 year
Nicolas Christ	Treasurer	Chair, Finance	1	2 year
Manny Daphnis	Vice Chairman	Academic Excellence	1	2 year
Gregory Phillips	Trustee	Governance	1	3 year
Maria Fernandes	Secretary	Governance	1	3 year
Carlos Gomes	Trustee	Finance	1	3 year
Ollie Spears	Trustee	Finance	1	1 year
Karl Kowalski	Trustee	Academic Excellence	1	2 year
Traci Vaughn	Trustee	Academic Excellence	1	1 year
Vinnie Marturano	Trustee	Chair, Governance	1	3 year

* Add additional rows as needed

Additional Required Information

Key Leadership Changes

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

*Add additional rows as necessary

Facilities

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

Enrollment

Action	2017-2018 School Year Date(s)
Student Application Deadline	February 27 th , 2017
Lottery	March 3 rd , 2017

Charter Conditions

Charter Condition for 2016-17 School Year:

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

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