



New Heights Charter School of Brockton

Annual Report

1690 Main Street

Brockton, MA 02301

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Board Vote: June 30, 2026

Application Submission: July 31, 2026

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Introduction to the School

New Heights Charter School of Brockton

Mission Statement: To prepare all students for college. Period.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Brockton
Regional or Non-Regional	Regional
Districts in Region	Taunton, Randolph, & Brockton
Year Opened	2016
Year(s) Renewed	2021 & 2026
Maximum Enrollment	735
Chartered Grade Span	7-12

Letter from the Chair of the Board of Trustees

In 2016, New Heights Charter School of Brockton opened its doors to 315 middle school students. This year, in June 2026, we proudly graduated our sixth cohort of seniors. As we begin our third charter term, we reflect on a year marked by growth, achievement, and community engagement.

Who We Serve: This year, New Heights served 735 students in grades 6–12. Our student body continues to grow in its diversity. New Heights Charter School of Brockton serves approximately 735 students in grades 6–12, with a student body that is predominantly Black/African American (approximately 84%), followed by Hispanic/Latino (6%), multi-racial (5%), and smaller percentages of White and Asian students. The school maintains an even gender distribution and enrolls a high proportion of high-needs students, with 65% identified as low-income, 14% as English Language Learners (ELLs), and 12% receiving special education services. Overall, about 71% of students fall into one or more high-needs categories, reflecting the school’s commitment to supporting historically underserved populations

This inclusive, diverse community enriches the learning environment and prepares students for success in a global society. Our students visited Historically Black Colleges and Universities, Philadelphia, and college classrooms. They celebrated their cultures during our cultural

celebration lunches, supported our Farm Fresh Saturday program, and successfully put on the first theatre production, *The Wizard of Oz*!

Academic Achievement & Early College Success: On June 3, 2026, 88 seniors graduated, with 100% earning college credit. 30 graduates received associate degrees while an additional 10 students earned over 513 college credits at Bridgewater State University. The class of 2026 completed a total of 3,932 college credits—equating to an estimated \$880,768 in future tuition savings. All students at New Heights participate in early college programming, reinforcing our

mission to prepare every scholar for higher education. This year all 11th and 12th graders were on Massasoit's campus at least two days a week, taking a minimum of two college classes. These efforts are supported by targeted instructional coaching and evaluation tools such as SchoolMint Grow to ensure teaching excellence and student success.



Grant Development: We received a grant from Albertsons for the continued development of our weekend market. These funds have allowed us to continue providing fresh fruit and vegetables, along with other staple pantry items, to members in our community who are facing food insecurity. This is a program in its second year and we are excited to continue offering this market in future years.

Communications, Marketing & Family Engagement: The Communications and Marketing team advanced our mission

through multi-channel, multilingual engagement. The *New Heights Newsletter* and family outreach efforts celebrate instructional innovation and school culture, while our redesigned website and communications strategy—delivered in Haitian Creole, Portuguese, Cape Verdean Creole, French, and Spanish—ensure families stay informed and connected. Initiatives such as the New Heights Free Fresh Market further reflect our commitment to supporting the whole child and family. Our school culture is grounded in collective wisdom, inclusion, and shared leadership. Weekly updates, events, and community resources empower families as active stakeholders. This year, our building hosted a wide range of events—from college fairs to step competitions, chess tournaments, and health awareness days—demonstrating our vibrant, inclusive culture.

Athletics: A Year of Achievement

The 2025–2026 athletic season was a landmark year. All teams competed under the Massachusetts Interscholastic Athletic Association (MIAA) while maintaining membership in the Massachusetts Charter School Athletic Organization (MCSAO). Both Varsity Girls and Boys Basketball teams advanced to the MIAA State tournament, finishing 19-2 and 18-2 respectively. The JV Boys Basketball team won the conference JV tournament and we had our first 1,000

point scorer in Basketball - Naziiah Herisse (class of '26)! Naziiah also received NHCSB's first college athletic scholarship from Lake Superior State University, NCAA Division 2.

In the spring, we had our first season of High School Girl's Flag Football where they made the second round of playoffs and finished with an 11-4 record. Three students received postseason honors. In Middle School track, we had one student receive a silver medal in the 100m and a bronze medal in the 400m at the conference championship. We look forward to the continued growth of our athletics program and seeing what our students continue to accomplish.

On behalf of the Board of Trustees, we extend our deepest thanks to our families, staff, students, and the Brockton community. We are proud of the achievements of the Class of 2026 and look forward to continued excellence from the Class of 2027. Together, we remain committed to redefining urban education and preparing every student for college success.

Sincerely,

Stephen Bernard, Chairman

NHCSB Board of Trustees



School Performance and Program Implementation

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Program Description: New Heights believes that the wisdom of the group is better than the knowledge of the individual. As such, we welcome, encourage, and respect all stakeholders to take an active role in our community. New Heights serves children and families from culturally diverse communities by creating an accessible and equitable Early College model for all scholars. We create a belief in all students that they are college-bound scholars through the cultivation of a caring, supportive, and college-going culture. Our staff receive extensive professional development focused on responsive practices, scholar engagement, and lesson design. Scholars are immersed in personalized learning from an aligned curriculum in grades 6-

12 and our curriculum is designed to successfully engage scholars in credit bearing college courses through various entry points. Our model allows every scholar the opportunity to enroll in a minimum of 4 college classes with a goal of at least 50% of our seniors graduating with 60 or more credits. Our mission is to “prepare all students for college. Period.”

Mission:

New Heights Charter School of Brockton (NHCSB) remained faithful to its mission of preparing all students for college, as demonstrated by the intentional design of its Early College model. The school has created a vertically aligned academic experience from grade 6 through grade 12, ensuring that every student understands they are on a clear pathway to college. At NHCSB, “Early College” begins the moment a student enrolls. Starting in sixth grade, the focus is on developing and demonstrating P.A.C.K. skills—Presence, Academics, Conduct/Character, and Knowledge. These core competencies are explicitly taught and nurtured in ways that align with the academic and behavioral expectations of college, progressively building across each grade level.

This mindset shift has enabled NHCSB to align its curricula and student support services to prepare all students for the rigor of college-level coursework, which can begin as early as ninth grade. High-quality instruction is essential to this preparation. NHCSB utilizes DESE-approved High Quality Instructional Materials (HQIM), including Houghton Mifflin’s *Engage NY* for ELA, Agile Mind for Mathematics, Know Atom and Kendall Hunt’s *BSCS Biology: Understanding for Life*, and Savvas curricula for Chemistry and Environmental Science. Curriculum updates are implemented in accordance with DESE’s revisions.

Instructional quality is ensured through experienced leadership. All instructional leaders have at least 10 years of experience across content areas, including Special Education. These leaders provide curriculum training, review lesson plans, and meet regularly with both teaching teams and individual teachers to offer support, analyze data, and monitor student progress. NHCSB uses SchoolMint Grow (formerly Whetstone Education), a coaching and evaluation platform aligned with the DESE Classroom Teacher Rubric and Early College standards, to support ongoing teacher development through structured feedback and evaluations.

NHCSB incorporates “Scholar Success Learning Time” (SSLT) into its 6-10th grade schedules Monday through Thursday to support student success. SSLT is a data-informed, differentiated learning block with two educators in every classroom. One educator delivers small-group instruction based on targeted data, while the other provides real-time feedback, monitors student progress, and fosters metacognitive strategies. Monthly student conferences focus on progress monitoring, goal setting, and academic planning. In inclusive classrooms with two core content teachers and one special education teacher, two teachers deliver targeted instruction while the third provides additional support. This culturally responsive and individualized approach accelerates learning, strengthens student engagement, and fosters a sense of belonging and self-efficacy. Additionally, NHCSB’s “Phoenix Rising” program is embedded every Friday and serves as a class focused on social-emotional learning (SEL) and college and career readiness. Informed by student feedback and aligned to Tier 1 SEL standards, Phoenix Rising is a vital component of NHCSB’s Multi-Tiered System of Support (MTSS) and a key part of the Early College framework.

The success of NHCSB's Early College model relies heavily on having certified, high-quality teachers across all subject areas. This year NHCSB introduced a Teacher Residency Program for High School Juniors interested in pursuing careers in education. This was a 15-week program that partnered participants with school leaders and certified educators within the building for mentorship and coaching. The course incorporated discussions on equity, diversity, and the role of teachers in urban education, including the importance of representation and culturally responsive practices. Students also participated in an apprenticeship to gain hands-on experience in the classroom under the guidance of their mentors. The goal of this program is to strengthen NHCSB's long-term educator pipeline through encouraging students to pursue teacher education programs in college as well as Massachusetts teacher licensure.

Key Design Elements:

The NHCSB model is predicated upon three key design elements: Our "We ALL go to college" culture, Staff and Community Development, and our Early College Design.

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

NHCSB continues to advance its mission of preparing students for success in college, career, and civic life through a comprehensive early college model and intentional postsecondary planning experiences. The school's college-going culture remained a central component of the student experience. Through homeroom advisories, college-themed Community Days, college visits, HBCU tours, and individualized college counseling, students engage in ongoing postsecondary planning throughout their high school careers. As a result, 80 members of the Class of 2026 committed to a postsecondary institution, including two- and four-year colleges, career training programs, military service, and other postsecondary pathways. In keeping with the school's commitment to college access, 100% of graduating seniors applied to at least one college, and 89% of seniors completed the FAFSA application.



NHCSB also continued to expand opportunities for students during the summer months through its College Immersion and Summer Bridge programs. During the summer of 2025, rising 9th- and 10th-grade students participated in an intensive college-readiness experience designed to build academic confidence and strengthen the transition to high school and college-level learning. Students developed foundational college-ready skills in reading, writing, and social-emotional learning while exploring expectations for success both inside and outside the college classroom.

Students' postsecondary awareness and aspirations were expanded through immersive Historically Black Colleges and Universities (HBCU) tours in Texas, Louisiana, Florida, and Alabama. These experiences provided students with the opportunity to visit college campuses, interact with admissions representatives, faculty, and current students, and gain firsthand insight into campus life, academic programs, and support services. For many NHCSB students, these

tours represented their first opportunity to experience college environments outside of New England and envision themselves as future college students.

The HBCU tours served as a powerful extension of the school's college-going mission by exposing students to institutions with rich histories of academic excellence, leadership development, and cultural affirmation. Students explored a wide range of academic and career pathways while learning about admissions requirements, financial aid opportunities, and strategies for college success. These experiences helped students connect their current academic efforts to future goals, increased their confidence in navigating the college application process, and reinforced the belief that higher education is an attainable and valuable pathway for their future.

Key Design Element #2: Professional and Community Development:

New Heights Charter School of Brockton (NHCSB) places a strong emphasis on family and community engagement as a foundational element of its educational model. The school actively cultivates partnerships with families through a variety of initiatives, including the Scholar and Family Handbook, which outlines expectations and provides resources to support student success. To ensure inclusive communication, NHCSB supports multilingual families through its Multilingual Learner Parent Advisory Council (MLLPAC) and provides translation of all family communications into four primary languages: Cape Verdean Creole, Haitian Creole, Portuguese, and Spanish. Translations are available both in writing and through staff interpretation at school events. Examples of translated materials, including promotional content and the school application, are included in the appendix. The school's website is also translatable into these primary languages, communication sent via School Messenger is translated, and staff members provide in-person and phone-based interpretation whenever possible. Beyond the classroom, New Heights actively cultivates community connections through monthly Farmers Markets, food drives, and public events such as poetry readings, regional step show competitions, and bi-annual college fairs. Scholars and families also participate in community field trips to regional theater productions and musical performances, creating joyful, educational, and inclusive experiences that reflect the school's holistic approach to learning and community building. As a part of NHCSB's new graduation requirements, students must complete community service hours. This year the Senior class completed 1,500 hours collectively, further illustrating New Height's commitment to the community and fostering a collaborative, inclusive environment where families and the broader community are essential partners in students' educational success.

At New Heights, we believe that continuous learning is essential to effective teaching. Every summer, staff participate in 9 days of professional development focusing on topics such as outlining instruction priorities, analyzing MCAS data, reading strategies, classroom management, and observation, feedback, and evaluation. Throughout the school year, we have dedicated time for extended professional development three Fridays every month. These sessions are designed to deepen instructional practices and foster a strong culture of growth. To meet the needs of our students, the primary foci for professional development has been:

- Data overviews (NWEA MAP, MCAS, course grades)

- Department meetings focused on reading strategies and unpacking high quality instructional materials
- Understanding P.A.C.K skills

In addition to this, staff participate in weekly grade-level team meetings to discuss student progress and data collection points for struggling students, as well as engaging in bi-weekly coaching cycles with their supervisor. These coaching cycles cover lesson planning, student data, and observation notes. Coaching is also aligned to ensuring staff are meeting instructional priorities including culturally responsive teaching.

Key Design Element #3: Early College Design

Through its partnership with Massasoit Community College and Bridgewater State University, the majority of NHCSB high school students participated in college coursework after demonstrating college readiness through multiple measures established jointly by NHCSB and its college partners. This approach ensured that students were appropriately placed and supported while earning authentic college credits during high school. During the 2025–2026 school year, NHCSB students earned a total of 5187 college credits, and 42 students earned associate degrees and/or 60 plus credits prior to high school graduation.

To culminate their high school experience, all graduating seniors completed a Senior Capstone Project as a graduation requirement. The capstone required students to compile a comprehensive portfolio documenting their academic accomplishments, personal growth, challenges overcome, community service experiences, and plans for life after graduation. Each senior formally presented their capstone before a review committee, demonstrating the communication, reflection, and critical-thinking skills necessary for success beyond high school.

Academic counseling remains a critical component of NHCSB's college and career readiness model. Through individualized and group counseling sessions, students received ongoing guidance to help them navigate academic requirements, college coursework, career exploration, and postsecondary planning. Counselors worked closely with students to monitor academic progress, address challenges, set goals, and develop personalized plans for success both during high school and beyond graduation. To ensure students had consistent access to support, academic counselors were available not only at the high school but also on each of the college campuses where NHCSB students were enrolled in early college courses. This embedded support model helped students successfully transition between high school and college environments while fostering self-advocacy, time management, and other skills essential for college success. Through individual meetings, small group sessions, and targeted interventions, counselors played a vital role in helping students persist, achieve their academic goals, and remain on track toward college and career readiness.

Criterion 2: Access and Equity

Enrollment:

Recruitment and Retention:

New Heights faces several challenges in implementing its Recruitment and Retention Plan to enroll a demographically comparable student population.

These include limited access to conduct presentations at local public schools, staff turnover at key community-based organizations, and barriers related to family illiteracy. While efforts to strengthen school partnerships continue, direct outreach in elementary and middle schools would enhance diversity. Additionally, although multilingual mailers are distributed, low literacy among some families may prevent critical information from being effectively received.

Availability of specialized programs and services:

On our [enrollment page](#), caregivers are able to view information about our [Multilingual Learners program](#) and our [Special education program](#). Additionally, our enrollment flyer sent to all age-eligible households in our district, includes language about special education and multilingual services. Aggregated student data is available below:

[Enrollment by Race/Ethnicity \(2025-26\).](#)

[Selected Populations \(2025-26\)](#)

Student Discipline:

The New Heights Charter School of Brockton utilizes the Student Support & Discipline Matrix as a transparent and structured tool used by all stakeholders to uphold consistent school wide behavioral expectations. Organized into four tiers based on the severity and frequency of incidents, the matrix outlines a clear progression of interventions and consequences for specific behaviors, ranging from minor classroom disruptions to serious infractions such as bullying, fighting, or possession of weapons. Each behavior is matched with a corresponding set of responses that prioritize restorative practices, parent communication, student support team referrals, and tiered disciplinary actions including detention, suspension, and in severe cases, expulsion hearings. This comprehensive framework ensures objectivity and fairness, while promoting a safe and supportive learning environment aligned with the school's values and Code of Conduct.

The **2025–2026 NHCSB Student Support & Discipline Matrix** outlines a structured, tiered approach to student discipline and behavioral intervention, ranging from minor infractions to severe violations. The matrix is organized by four tiers of incidents, each with escalating consequences and interventions depending on the severity and frequency of the behavior.

Tier 1 includes low-level behaviors such as inappropriate language, uniform violations, tardiness, and minor classroom disruptions. Initial responses focus on verbal warnings, parent

NEW HEIGHTS CHARTER SCHOOL
We all go to college.

NOW ENROLLING!

NHCSB welcomes students in grades 6-12 from Brockton, Randolph, Taunton and surrounding communities. In partnership with Massasoit Community College and Bridgewater State University, all NHCSB students have the opportunity to participate in early college experiences as early as 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 circundantes. Este estioe inscribiremos estudiantes de los grados 6-11.

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.

NHCSB shvi elevi ki nan klas 6-12 ki soti nan Brockton, Randolph, Taunton, ak kominite yo ki antoure. Otin sa a nou pral enskri eliv ki ap antre nan klas 6-11.

NHCSB ta recebe alunos de 6º, 12º ano de escolaridade de Brockton, Randolph, Taunton e est. outras comunidades vizinhas.

Nô tem um parceria ma Massasoit Community College pa podê dà nosh alunos um experiência grãtis de universidade que ta comê na 9º ano.

Ainla ru sta açita aplicaçõs, aplicaçõs agorã!

Nosotro somos asociados 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!

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

Ainda estamos aceitando inscrições, inscreva-se agora!

Nou te fi patenarya ak Massasoit Community College pou bay eliv nou yo yon eksperyans GRATIS lwa nan kolèj komanse nan klas 9yem ane.

Nou toutou ap pran aplikasyon, tangat aplikasyon agorã!

Apply by FEBRUARY 27th 4:00pm
LOTTERY MARCH 6th 12:00pm - Zoom
OPEN HOUSE
Wednesday, January 14th 5:00 pm to 5:45 pm
Saturday, January 31st 10:00 am to 12 noon
NEW HEIGHTS CHARTER SCHOOL

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 lpirens@nhcsb.org

Apply at newheightscharterhschool.com NEW HEIGHTS CHARTER SCHOOL, 1800 MAIN ST. BROCKTON, MA 02601 (508) 657-6721 NHCSB.ORG

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contact, and restorative practices, with repeated infractions resulting in detentions, loss of privileges, or in-school suspensions.

Tier 2 addresses repeated Tier 1 behaviors and more serious infractions such as skipping class, using obscene language, cheating, and instigating fights. Consequences include student support team referrals, multiple detentions, community service, and increasing lengths of in-school or out-of-school suspensions.

Tier 3 encompasses aggressive and harmful behaviors like bullying, harassment, theft, insubordination, and possession of tobacco or drugs. These incidents may involve law enforcement consultation, behavior contracts, longer suspensions, or referrals to external agencies.

Tier 4 includes the most serious offenses—such as arson, sexual misconduct, weapons possession, assault, and felony convictions. These behaviors often result in expulsion hearings, mandatory safety plans, police involvement, and indefinite suspension pending criminal investigation outcomes.

Each incident type is accompanied by a progression of interventions, starting with restorative and supportive measures and advancing to punitive responses. The matrix also defines a detailed legend of codes for interventions and consequences, ensuring consistent application aligned with NHCSB's Student Code of Conduct.

Conclusion: During this school year, 38 students were disciplined. In-school and out-of-school suspension rates were 2.2% and 4%, respectively. There were no expulsions, alternate settings, emergency removals, school-based arrests, or law enforcement referrals. We continue to develop best practice strategies for managing student discipline in a holistic manner that is based on a strong foundation of expectation for a New Heights student.

[2024-25 Student Discipline Data Report](#)

Equal Rights of Access and Opportunity:

New Heights Charter School of Brockton (NHCSB) demonstrates a strong commitment to ensuring that all students have equitable access to rigorous academic programs, mission-driven initiatives, and comprehensive educational opportunities.

1. Wall-to-Wall Early College Model: NHCSB operates as Massachusetts' first wall-to-wall Early College school, providing every student from grades 6 through 12 the opportunity to engage in college-level coursework. This inclusive model enables students to earn at least 12 college credits, with many achieving up to 60 credits or an associate degree by graduation. The program is designed to be accessible to all students, regardless of background, ensuring that college readiness is a universal expectation.

2. Culturally Responsive Curriculum: The school's curriculum is intentionally rigorous and culturally rich, emphasizing literacy, numeracy, and social justice education. This approach aims to close achievement gaps by empowering students from diverse backgrounds to succeed academically.

3. Multilingual Support: Recognizing the linguistic diversity of its student body, NHCSB provides translation and interpretation services in four primary languages: Cape Verdean Creole, Haitian Creole, Portuguese, and Spanish. This ensures that non-English-speaking families have equal access to school communications and resources. NHCSB uses google translate on our website as well as translate via Messenger to ensure all families receive important school materials in the four primary languages spoken in our region. We also employ staff who are fluent in all four languages and are able to assist families on the telephone, with emails, school enrollment materials, or face-to-face.

4. Inclusive Extracurricular Activities: Beyond academics, NHCSB offers a range of extracurricular programs, including athletics and community service opportunities, designed to be inclusive and accessible to all students. These programs support the development of well-rounded individuals prepared for college and beyond. Through these comprehensive strategies, NHCSB strives to create an educational environment where every student has the opportunity and support to achieve academic excellence and prepare for higher education.

Criterion 4: Dissemination

Dissemination Activities to Public Schools (that are not charter schools) *in* the District Where the School Is Located 2025-26

In 2025-26, the school did not engage in dissemination activities to public schools in Brockton.

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	Best Practice Shared	Vehicle for Dissemination (Identify the format; e.g., presentation, roundtable, and, if applicable, name and location of the event where best practices were shared.)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual(s) and name of the school or district, including city and state.)	Result of Dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other public schools/districts as a result of this dissemination activity.)
25-26	Family Recruitment and Ongoing Engagement	Virtual Presentation	Maria Fernandes, Assistant Executive Director	MA Early College Programs (Early College Collective Meeting) Lead: MA4EC- Marissa Cole	Implementation of parent nights

25-26	Early College Model	Virtual Presentation	Maria Fernandes, Assistant Executive Director	RTI Leadership team Lead: RTI International - Amelia Massengill- McLeod, Education Consultant	NHCSB Early College model best practices presentation shared
25-26	College Going Culture	Virtual Presentation	Maria Fernandes, Assistant Executive Director	RTI Community of Practice (schools from NC, MA, IL) Lead: RTI International - Amelia Massengill- McLeod, Education Consultant	NHCSB Early College model best practices presentation shared
25-26	Course Sequencing	Virtual Presentation	Maria Fernandes, Assistant Executive Director	Lawrence High School - Niurka Aybar, Lisa Savastano-Brady Northern Essex Community College - Aaron Altman, Associate Dean, PK 12 Partnerships	Multiple measures and course sequence presentation shared

25-26	PACK Skills (Multiple Measures)	RTI Early College Conference (in-person)	Maria Fernandes, Assistant Executive Director; Ketsia Faustin-Frejuste, Director of Early College Programming	National Conference Lead: RTI International - Amelia Massengill-McLeod, Education Consultant	PACK Skills Game shared PACK Skills rubric shared
25-26	College Going Culture	RTI Early College Conference (in-person)	Maria Fernandes, Assistant Executive Director	National Conference Lead: RTI International - Amelia Massengill-McLeod, Education Consultant	Establishing a College-going Culture presentation shared
25-26	Course Sequencing	NEACEP Conference (in-person)	Maria Fernandes, Assistant Executive Director; Omari Walker, Executive Director	Regional Conference attendees (New England)	Multiple Measures and Course Sequencing presentation shared PACK Skills Rubric shared

25-26	Family Resource, Health Care For All and Health Law Advocates	Lunch & Learn: Medical Debt in MA	Lourdes Pires, Enrollment & Community Engagement Coordinator	Medical Resource, Policies & Solutions for those in Medical Debt in MA	NHCSB Early College model flyers shared
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VOICES IN VERSE

NEW HEIGHTS POETRY READINGS COFFEE HOUSE

Who: Anyone interested in hearing, reading, and writing poetry (All grades and Community Welcome). An Open Mic will be had so bring your original works

Where: New Heights Cafeteria

When: May 19th at 6:00 PM-8:00 PM

Host: The Queen of Ceremonies Hope Fernandes

A writing session will be included.

Feature Poet: Matthew E. Henry (MEH) is an educator, essayist, and the author of seven poetry collections, including the forthcoming *Promises to Keep* (Wayfarer Books, 2026). He's the editor-in-chief of *The Weight Journal* and nonfiction editor at Porcupine Literary. Dr. Henry is the 2023 winner of the *Solstice Literary Magazine Stephen Dunn Prize*. His publications include *The Florida Review*, *Lily Poetry*, *Massachusetts Review*, *Mom Egg Review*, *Ninth Letter*, *Nixes Mate*, *Pangyrus*, *Pedestal Magazine*, *Ploughshares*, *Shenandoah*, *South Florida Poetry Journal*, *Stone Circle Review*, *Terrain*, and *The Worcester Review*. Dr. Henry earned an MFA, completed an MA in theology and a PhD in education. He writes about education, race, religion, and burning oppressive systems to the ground. You learn more about MEH at www.MEHPoetry.com.

Mass Cultural Council
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Academic Program Success

Criterion 5: Student Performance

Report Card:

The 2025 [Report Card](#) for New Heights Charter School of Brockton.

Assessment and Academic Achievement: NHCSB has established an assessment system and continuous improvement cycle to evaluate student learning and the effectiveness of its academic program. The school regularly administers a variety of assessments—including formative, interim, and summative measures—to monitor student progress and inform instructional decision-making. These include MCAS-aligned Do Nows, NWEA Map testing three times a year, MCAS testing, and diagnostic assessments including IXL and 95 Phonics Screener Intervention (PSI). These assessments are reviewed throughout the year and used to inform data-driven instruction to improve student outcomes.

Criterion 6: Program Delivery

NHCSB delivers a rigorous, standards-aligned academic program designed to meet the needs of all learners. The school ensures access to high-quality instruction through coherent curricula, data-driven practices, and targeted student support. Ongoing professional development, instructional coaching and collaboration among educators strengthen the consistency and effectiveness of program delivery across grade levels and content areas.



NHCSB has aligned its curricula to prepare all students for the rigor of college-level coursework, which can begin as early as ninth grade. High-quality and culturally responsive instruction is essential to this preparation. NHCSB continues to utilize DESE-approved High Quality Instructional Materials (HQIM), including Houghton Mifflin’s *Engage NY* for ELA, Agile Mind for Mathematics, Know Atom and Kendall Hunt’s *BSCS Biology: Understanding for Life*, and Savvas curricula for Chemistry and Environmental Science, *Democratic Knowledge Project* and *Investigating History*. Curriculum updates are implemented in accordance with DESE’s revisions. This year, NHCSB added a

new HQIM for English as a Second Language courses, HMH English 3D.

This alignment continues through the creation of an intentionally designed syllabus for each course to prepare students for the rigor of college classes and develop college-ready skills in all scholars. This preparation is supported through lesson planning that focuses on P.A.C.K (Presence, Academics, Conduct/Character, and Knowledge) skills to prepare students for college.

This year, NHCSB has continued implementing a multi-tiered system of supports (MTSS) across 6-10th grade including culturally responsive and differentiated instruction, language scaffolds and supports based on scholars MLL levels, explicit vocabulary instruction in every classroom, and language objectives built into lesson plans. Additionally, NHCSB expanded our Scholar Success Learning Time (SSLT) into the 9th and 10th grade. This course provides data-informed instruction, across the whole class and in small groups, and allows the students to practice a growth mindset, setting goals, and monitoring their progress towards those goals. This progress is reviewed by a teacher on a monthly basis and goals are evaluated in a conference with scholars. This SSLT period has been very successful and one 9th grader progressed 6 grade levels in reading and reached the 99th growth percentile in NWEA MAP testing over the course of the year.

Special Education Programming

During 2025–26, the school served approximately 112 students under active IEPs, including 38 re-evaluations and 5 initial evaluations. An additional 60 students were supported through Section 504 plans, including students with long-term injuries requiring temporary accommodations. The school's academic program integrates evidence-based, structured literacy intervention for students with identified reading and language-based learning needs. During the 2025–26 school year, the school utilized Lexia PowerUp and Wilson Reading System.

Special education teachers delivered Specially Designed Instruction within inclusive classroom settings, adjusting the content, methodology, and delivery of instruction to address each student's IEP goals. The school's inclusion model is operationalized through co-taught classes in both math and ELA, where special education teachers co-plan with general education teachers to ensure that differentiation, modifications, and accommodations are embedded into daily instruction. Each grade level has a built-in intervention block during which students receive Grid C services as outlined in their IEPs, ensuring that Specially Designed Instruction is delivered with fidelity and to reduce displacing students from their content area classwork.

During the 2025–26 school year, our special education department consisted of eight special education teachers, two paraprofessionals, and contracted related service providers including speech-language pathology, occupational therapy, a Teacher of the Deaf and Hard of Hearing, and a Teacher of the Visually Impaired. This staffing structure ensured that every grade level received dedicated support from at least one special educator, related service provider, or paraprofessional. The school also employs four School Adjustment Counselors and a designated 504 Coordinator to ensure comprehensive clinical and programmatic support for all students.

English Language Learner (ELL) Services

During the 2025-26 school year, the school provided a high-quality academic program for Multilingual Learners (MLLs) through a dual-service model that utilized the WIDA-aligned English 3D and Language Launch curricula to ensure equitable access to grade-level content. The Push-In model integrated language support directly into general education classrooms using pre-teaching of academic vocabulary, linguistic scaffolds like sentence frames and word banks. Complementing this, the Pull-Out model provided targeted English language development

instruction using the HMH English 3D curriculum aligned to the WIDA English Language Development Standards and ACCESS for ELLs framework. Through English 3D, students engaged in structured lessons focused on listening, speaking, reading, and writing development, including Academic Discussions, Close Reading, Analyze Multimedia, Ten-Minute Responses, Narrative Writing, and vocabulary instruction aligned to ACCESS task types.

Together, the push-in and pull-out models ensured that MLLs received both equitable access to rigorous core instruction and targeted language development support necessary for academic success and English language acquisition.

Compared to prior years, NHCSB strengthened its MLL programming through increased integration of language support within core instruction, expanded collaboration between ESL and content teachers, and intentional alignment of instructional resources to WIDA standards and ACCESS expectations. NHCSB continued to focus on equitable access to rigorous curriculum and meaningful participation in academic opportunities for all learners.

This year, NHCSB implemented an after school reading and writing intervention program for MLLs. This included strategies such as sentence frames, graphic organizers, partner reading, chunked text, and explicit vocabulary instruction to ensure students could access grade-level content and strengthen their reading and writing skills. The MLL Parent Advisory Council continues to grow and the final meeting of the year was held on June 10 to review student's progress for the year and provide summer literacy backpacks to parents and students to jumpstart the students' success next school year.

Organizational Viability

Criterion 10: Finance

Unaudited FY26 statement of revenues, expenses, and changes in net assets

NHCSB will submit an independent audit for the year ending June 30, 2025 will be filed with the Department and the State Auditor by October 31, 2025.

New Heights Charter School of Brockton Preliminary Unaudited Statement of Activity July 2025- June 2026	
	Total
Tuition	14,537,271
Government Grants/Other Fed	824,327
Other Programs Revenue	587,520
Nutrition Revenue	262,031
Private Grants / Donations	105,885
Student Programs & Misc Fees	47,415
Miscellaneous Revenue	36,287
Interest	48,392
Total Revenue	16,449,126
Staff	9,727,984
Payroll Taxes	477,299
Fringe Benefits	1,121,499
Professional Development	137,086
Total Personnel Costs	11,463,867
Professional Services	434,467
Recruitment and Advertising	36,605
Dues, Fees, & Memberships	45,420
Office Supplies	186,808
Staff Appreciation/Retention	38,943
Insurance	142,511
Total Administrative Costs	884,754
Contracted Services (Includes Health)	912,187
Instructional Supplies/ Testing	115,612
Technology	169,536
Summer Programming	15,279
Non capital furniture	9,498
Nutrition Program	348,723
Athletics / Activities / Cultural	680,851
Transportation	6,982
Total Instructional Costs	2,258,668
Utilities	296,905
Maintenance of Building & Grounds	540,803
Maintenance/Cost Vehicles	71,553
Networking / Communications	88,486
Depreciation	283,044
Amortization Expense - Lease	121,102
Loan/Lease Interest Expense	290,061
Total Occupancy Costs	1,691,954
Total Expenses	16,299,243
Operating Surplus/(Deficit)	149,883

Statement of net assets for FY25

New Heights Charter School of Brockton FY27 Budget Approved Budget

	FY27 Proposed Budget
Revenue	
4001 Tuition	\$ 15,118,817
Total 4100 Government Grants & Funding	\$ 967,030
4104 Other Programs Revenue	\$ 400,000
4200 Nutrition Funding	\$ 300,333
43400 Direct Public Support	\$ 30,000
Total 4400 Private Support Funding	\$ 83,000
Total 46400 Other Types of Income	\$ 30,000
4716 Interest / Investment Income	\$ 50,000
Total Revenue	\$ 16,979,180
Expenditures	
5000 Personnel Costs	
Total 5001 Salaries	\$ 10,870,531
Total 5520 Fringe Benefits	\$ 2,025,181
Total 5575 Professional Development	\$ 110,000
Total 5000 Personnel Costs	\$ 13,005,712
5100 Administrative Costs	
Total 5101 Professional Services	\$ 324,800
Total 5102 Recruitment	\$ 35,000
5183 Travel, Dues & Other Exp -Admin	\$ 50,000
Total 5184 Supplies & Materials - Admin	\$ 171,000
5186 Staff Appreciation/Retention	\$ 25,000
5530 Insurance (non-employee)	\$ 125,000
Total 5100 Administrative Costs	\$ 730,800
5200 Instructional Costs	
Total 5201 Instructional Contracted Serv	\$ 610,000
Total 5202 Instructional Supplies	\$ 135,500
Total 5203 Technology / Copier	\$ 155,000
5234B Summer Programming	\$ 50,000
5269 Non Cap Furn	\$ 10,000
Total 5350 Food Services	\$ 343,000
Total 5301 Student Activities	\$ 335,000
Total 5330 Student Transportation	\$ 12,000
Total 5200 Instructional Costs	\$ 1,650,500
5400 Occupancy Costs	
5420 Utilities	\$ 235,000
Total 5430 Maint of Buildings & Grounds	\$ 360,000
5450 Networking & Communications	\$ 85,000
5460 Vehicle Expenses	\$ 62,500
5750 Depreciation Expense	\$ 338,942
5752 Amortization Expense	\$ 121,102
5753 Interest Expense - Lease	\$ 14,937
5765 Interest Expense	\$ 370,135
Total 5400 Occupancy Costs	\$ 1,587,616
Total Expenditures	\$ 16,974,628
Net Operating Revenue	\$ 4,552

FY27 Board Approved Budget

Approved School Budget for FY27 Board approved on May 26, 2026

New Heights Charter School of Brockton Preliminary Unaudited Statement of Financial Position As of June 30, 2026

	Total
ASSETS	
Current Assets	
Total Bank Accounts	1,794,929.83
Total Accounts Receivable	1,517,114.02
Total Prepaid Expenses	116,826.72
Total Current Assets	3,428,870.57
Fixed Assets	
Total Fixed Assets	6,661,191.02
Total Other Assets	10,727.98
TOTAL ASSETS	10,100,789.57
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	200,812.37
Credit Card	20,565.44
Total Accounts Payable	221,377.81
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	631,460.29
Deferred Inflows	8,380.26
MTRS Liability	62,490.67
Lease Liability	12,211.00
Total Other Current Liabilities	714,542.22
Total Current Liabilities	935,920.03
Long-Term Liabilities	
2630 Loans Payable	6,054,886.60
Total Long-Term Liabilities	6,054,886.60
Total Liabilities	6,990,806.63
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	2,127,839.86
Net Revenue	149,883.41
Total Equity	3,109,982.94
TOTAL LIABILITIES AND EQUITY	10,100,789.57

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	735
What is the number of students upon which FY27 budget tuition line is based?	735
What is the number of expected students for FY27 first day of school?	735
What is the explanation for any variances?	N/A

Capital Projects:

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Campus-Wide PA / Emergency Intercom System Installation	Contract awarded; installation scheduled	FY26	\$183,617	Capital Reserves and/or Facilities Financing
Smart Board Fleet Expansion (10 SMART MX075-V5 Interactive Displays)	PO issued; installation scheduled June 2026	FY26	\$30,830	Capital reserves
Gymnasium Audio System Installation	Contract awarded; implementation scheduled July 2026	FY26	\$22,489	Capital reserves
Mobile Bleachers Installation (4 Units)	Procurement completed; installation pending	FY26	\$24,872	Capital reserves
Athletic Locker Room Improvements (Lockers & Benches)	Procurement completed; installation completed	FY26	\$10,182	Capital reserves

Rear Gym Storage Addition	Design and planning phase	FY27	\$250,000 (Estimated)	Bank Financing (BayCoast) and Capital Reserves
Front Entry Enhancement Project	Design and budgeting phase	FY27	\$195,887	Bank Financing (BayCoast) and Capital Reserves
Digital Marquee Signage Installation	Planning and vendor evaluation phase	FY27	\$60,000	Bank Financing (BayCoast) and Capital Reserves
Gymnasium Floor Replacement	Evaluation and budgeting phase	FY27	\$217,580 – \$240,375	Bank Financing (BayCoast) and Capital Reserves
Electrical Infrastructure Upgrade (DeCanto Electrical Solutions)	Proposal received; phased implementation planned July 2026	FY26	\$36,798	Capital reserves
Volleyball Athletic Infrastructure Project (Ceiling-Mounted Retractable System)	Equipment purchased; engineering, structural support, electrical modifications, and installation planning underway	FY26	\$24,675 equipment plus associated structural/ electrical improvements	Capital reserves
Mezzanine / Observation Deck Addition	Preliminary planning and design phase	FY27	\$250,000 (Estimated)	Bank Financing (BayCoast)
Staff Breakroom Renovation and Plumbing Improvements (First & Second Floor Staff Lounges)	Planning and procurement phase	FY26-27	\$20,000– \$50,000 (estimated)	Capital reserves
Classroom Furniture Modernization	Initial assessment and phased	FY26-27	\$25,000 - \$40,000	Capital reserves

(Student Desks, Chairs, and Instructional Furnishings)	procurement planning			
Additional Staff Restroom Construction	Architectural review underway	FY26-27	TBD	Capital reserves
Campus Accessibility and ADA Compliance Assessment and Improvement Initiative	Preliminary assessment and facility review planned to identify accessibility upgrades and code compliance improvements	FY27-28	\$25,000–\$100,000 (assessment and initial improvements)	Capital reserves
Future Building Systems Improvements (Roof, Site/Parking, Building Infrastructure)	Long-range facilities planning	FY28–FY31	TBD	Grants, capital reserves, and/or debt financing

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

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.

Evidence Summary

2025-26: Not Met

In order to properly test the integration of our student information system and Naviance this year, we piloted the program with a small group of students with the plan to fully roll out the platform to all students in the 2026-2027 school year. With the full roll out we will begin tracking students' career and academic portfolios more closely and help them prepare for their next steps after high school.

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:
 - My Academic Counselor helps me to better understand the college process.
 - I feel I am being prepared for college classes in this school.
 - 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.

Evidence Summary

2025-26: Not Met

Responses from school climate survey (12.5% participation rate):

73% of students believe the academic counselor helps me to better understand the college process.

94.5% of students report being prepared for college classes in this school.

91% of students report that they want to attend college after leaving high school.

89% of students report that their teachers are preparing me to be successful in college.

84.6% of students report that they have visited a college campus.

73.7% of students report that they have an idea of what I want to major in when I go to college.

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.

Evidence Summary

2025-26: Not Met

In order to properly test the integration of our student information system and Naviance this year, we piloted the program with a small group of students with the plan to fully roll out the platform to all students in the 2026-2027 school year. This pilot did not include sophomore students, however nearly 83% of seniors had identified an area of career interest in meetings with counselors prior to graduation.

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.

Evidence Summary

2025-26: Met

This year, we shifted our model to have every 11th and 12th grade student attend a college course on Massasoit Community College's campus two days a week. Because of this, 100% of all scholars and 100% of students with high needs earned credits from one or more college courses prior to graduation.

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.

Evidence Summary

2025-26: Not Met

With the completion of summer courses at Massasoit Community College, 47.7% of seniors and 44% of students with high needs completed 60 college credits or an associates degree.

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.

Evidence Summary

2025-26: Not Met

This summer we held a two-week retreat for all staff consisting of targeted days of professional development. These PDs centered around effective instruction, data analysis, curriculum training, and any updates to school and district policies. Additionally, teachers participated in PDs 3 Fridays a month throughout the school year to continue growing and strengthening instructional practices.

Linked here is the [Summer PD Schedule](#).

Linked here is the [SY26 PD Schedule](#).

Measure

- Based on the lowest baseline data from each Fall MAP testing, the district will see a 5% increase in MAP RIT scores in all subject areas by the end of the charter term.

Evidence Summary

2025-26: Met

This measure was a 5-year measurement spread across our second charter term, beginning in the Fall of 2020. Over the course of the term, students saw an average growth of about 34% in Language Arts and 49% in Mathematics from the lowest base Fall RIT score. The lowest RIT score for ELA was in Fall 2020 of 162, while the average Spring 2026 RIT score was 217. The lowest RIT score for Mathematics was Fall 2021 of 152 (1 point lower than the Fall 2020), while the average Spring 2026 RIT score was 227. Even looking at just the lowest Spring 2026 RIT scores for ELA (179) and Mathematics (173) we see growth of 10% and 14% respectively.

Dissemination

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.

Evidence Summary

2025-26: 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.

Evidence Summary

2025-26: Met

This measure was spread over the five-year charter term. In the 2021-2022 school year, staff presented at two conferences outside of MA and two in the state. In the 2022-2023 school year, staff presented at the MA Early College DESE Convening and three national presentations outside of MA to share our Early College model. Last year (2024-2025), staff presented at the MA Early College DESE Convening and a national presentation outside of MA. This year, staff presented at two conferences nationally and one conference in the state. Over the course of the last five years we have exceeded this measure.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 Implementation Summary

Our application and waitlist pool continue increasing year to year thanks to our visibility in the communities we recruit from. Recruitment strategies included sending out mailers in multiple languages and disseminating recruitment information to community organizations and businesses, especially in our three major recruitment districts (Brockton, Randolph, and Taunton). This past year we sent out our annual mailer a couple of weeks earlier and we also added our Open House dates on the document. This change increased our Open House events' attendance and application pool tremendously. The mailer is attached below.

We also saw great gains by attending and tabling at community events including Juneteenth, Cape Verdean Independence Day, 3rd annual Black History Month event at Shaw's Supermarket and the annual Brockton Parade events. The school participated in the Brockton's Annual Holiday Parade 2024 for the third year. As a result, NHCSB community's involvement in the parade increased exponentially this past year. Our participation in the parade not only provided us the opportunity to showcase our school but was also a first exposure to many parade attendees, as well as some of the audiences who watched the parade from the local cable access at home.

NHCSB is proud of our work to increase access to information for our families including an updated website and newsletter. In addition to our ability to translate information all of our materials into the primary languages of our families - Haitian Creole, Portuguese, Cape Verdean Creole, French, and Spanish - NHCSB is also able to provide real-time translation in these languages (in addition to many others) for our families who seek support whether they are visiting for the first time or the four hundredth time! It is our intention that families feel at home at New Heights.

Enrollment staff continued meeting 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 attend in-house events hosted by New Heights, as well as co-hosted events with our community partners. Some of this past year's community event collaborations included Umbrella Project various events such as MLK Breakfast and Health & Wellness Workshop. These partnerships and events provided us the opportunity to reach a broad community that we wouldn't have reached otherwise.

The recruitment staff joined committees that provided NHCSB the opportunity to gain, share input and expand understanding regarding those populations that may be difficult to reach in terms of recruitment, etc. These committees include:

- Brockton Mayor's Unhoused Task Force
- Brockton Mayor's Health & Equity Task Force Page 31
- Downtown Brockton Association (DBA)
- Old Colony Elderly Services (OCE)
- Old Colony Planning Council (OCPC)

Additionally, New Heights works closely with the MCPSA (Massachusetts Charter Public School Association) to ensure that the school is implementing best practices as it relates to recruitment, community engagement, and access. The school also takes advantage of the Association's platform to promote events and highlight student success. Finally, New Heights is consistently active on various social media platforms, thus reaching a wider audience of all ages and backgrounds. We have been intentional in sharing videos, pictures, and all types of information that encapsulates recruitment efforts, academics and our general school community. All the above-mentioned-partnerships disseminates New Heights recruitment efforts and events through their media platforms, on-going meetings, and other modes of information sharing.

General Recruitment Strategies for 2026-27

- Annual Mailer
- Sharing enrollment information in multiple languages
- Website postings
- Social Media
- Email blast to current families, community partners and businesses
- Monthly Newsletter
- Annual Open House Events
- Attending Community Events
- Conducting Info Sessions in the community
- Brochures

Recruitment Strategies for 2026-27 for Specific Student Groups Students with Disabilities

- School percentage: 14.2%
- Comparison Index percentage: 14.3%
- The percentage of **students with disabilities** enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Review Special Education documents from sending district to ensure students have proper support
- Hold weekly grade level team meetings to discuss students' needs
- Meet with families upon request to discuss progress
- Ensure families are aware of the Whole Child Study program

Enhanced/additional strategies to be used in 2026-27

- Share information regarding the school's Special Education department at community events, enrollment Open House, the website and on all marketing materials
- Provide families with information about the IEP, 504 Plan and Special Education full inclusion model department in languages that reflect the district
- Connect families with the Director of Special Education for additional information
- Include Director of Special Education and the 504 Plan Coordinator during Registration meetings to provide additional information regarding full inclusion program

English Learners

- School percentage: 13.9%
- Comparison Index percentage: 17%
- The percentage of **English learners** enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Closely monitor incoming student's Home Language Surveys (HLS) indicating languages other than English
- Review Access Scores for all incoming student's previous schools
- Analyze feedback and grading scales from teachers regarding current student's language deficiency
- Provide families with clear communication regarding the benefits of MLL services to debunk myths and negative labeling regarding ESL classes

Enhanced/additional strategies to be used in 2026-27

- After School Intervention Program was implemented for the 25-26 School Year
- An additional ESL teacher will be hired for the 26-27 School year
- The school has been strengthening community partnerships with families in native language via translation and interpretation services
- Enrollment materials have been translated into the languages that most reflect our student population within the district

Low Income

- School percentage: 49.9%
- Comparison Index percentage: 55.2%
- The percentage of students in the **low income** group enrolled at the school is **below** the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- Ensure that all families are aware of the school's Food Pantry
- Promote Free Fresh Farmer's Market
- Provide families in need with bags of food during long weekends and vacation week
- Connect families to community resources to ensure they know what's available

Enhanced/additional strategies to be used in 2026-27

- Explore and strengthen partnerships with organizations such as DTA, WIC and other agencies that serves low-income families
- Update marketing materials emphasizing that charter schools are public, FREE and open to all students and that all early college classes are FREE
- Create/update marketing videos and social media postings in languages and/or subtitles that reflects the districts' population

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.

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.

Students Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

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 NHCSB 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.

We do not believe new strategies are required per early identification of academic or social/emotional needs; however, for the 2024-25 school year, NHCSB is bringing new Deans and data-driven SEL initiatives that the Whole Child Team will review frequently.

Students Who Have Dropped out of School

Strategies used in 2025-26 that will be continued in 2026-27

Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.

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.

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.

Other Groups of Students Who Should Be Targeted to Eliminate the Achievement Gap

Strategies used in 2025-26 that will be continued in 2026-27

Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.

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.

Strategy 1: We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.

Retention Plan 2026-27

2025-26 Implementation Summary

New Heights are incorporating a few robust activities to ensure retention. These activities include: 1 to 1 meetings between Academic Counselors and students, Attendance Phone Calls to families as early as 3 unexcused absences, after school tutorial and parent workshops. Academic Counselors (AC) meet with students 1 to 1 to review and discuss academic standing, early college and set goals on how to maintain or improve academic and career aspirations. ACs provides students a step-by-step review from middle school to high school to dual to early college, so that students have a better understanding of each of the pathways that “every student goes to college.” Another strategy that is implemented to ensure that students meet their early college attending goal is by keeping families engaged and updated. For example, Academic and Adjustment Counselors make attendance calls to every family whose student’s attendance is of concern. Additionally, New Heights introduced Parent University workshops to keep families engaged and informed. We have hosted topics such as PowerSchool Support, Building Positive Parent-Child Relationships, The Dangers of Vaping, Maximizing Scholarships, and higher education information sessions. These activities keep families abreast of topics that are relatable to the families and their students.

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. NHCSB added some key changes to improve student retention. We are proud that our school nearly made our retention goal of 90%. 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 2023 for high school. Informal questioning suggests that the growth and success of our athletics program, especially the Boys and Girls Varsity Basketball teams, 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. 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 versus 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: During the 2025-2026 school year we continued growing our athletics program- offering flag football, volleyball, track and field, basketball, soccer, and football through a partnership with Randolph High.

General Retention Activities for 2026-27

- Academic support at the school and higher education partnership level
- Wide range of After School programs

- Sports for middle and high schoolers
- Hiring & retaining diverse staff reflecting the school's and district's population
- Encouraging and welcoming family engagement
- Developing & strengthening community partnerships at all levels
- Providing community service opportunities in and out of school

Overall Student Retention Goal

- Annual goal for student retention: 92%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 9%
- 1 Standard Deviation percentage: 31.97%
- The rate of attrition for **students with disabilities** is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

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.

1. As part of the recruitment process, our recruitment coordinator is emphasizing the support available for students and families of students with learning disabilities at the events she is attending in the community.
2. During open house and enrollment sessions, our Dean of Special Education 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 Dean of Special Education to discuss the best way to support that student should they choose to enroll at NCHSB.

Enhanced/additional strategies to be used in 2026-27

No additional strategies required.

English Learners

- School percentage: 8.5%
- 1 Standard Deviation percentage: 37.32%
- The rate of attrition for **English learners** is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

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

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

partnership with Massasoit Community College.

The Student Services Team will hold zoom information sessions to address family questions and concerns.

Enhanced/additional strategies to be used in 2026-27

No additional strategies required.

Low Income

- School percentage: 7.4%
- 1 Standard Deviation percentage: 28.19%
- The rate of attrition for students in the **low income** group is **below** 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

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

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

Strategy 3: Door-to-Door Campaign: During the preoperational recruitment period prior to New Heights' first year, our team went door-to-door in our three districts, focusing specifically on housing projects and 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 300 students completed applications to attend our school.

Enhanced/additional strategies to be used in 2026-27

No additional strategies required.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

Strategy 1: Small advisory groups are built into every morning and later afternoon to support student's academic and social/emotional learning.

Strategy 2: Students' academic schedules include double blocking in math and English, to ensure deep and rich understanding.

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)

Enhanced/additional strategies to be used in 2026-27

No additional strategies needed.

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.

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.

Enhanced/additional strategies to be used in 2026-27

No additional strategies needed.

Students Who Have Dropped Out of School

Strategies used in 2025-26 that will be continued in 2026-27

Strategy 1: Drawing from our extensive background in Alternative Education programs, we will canvas 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.

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.

Enhanced/additional strategies to be used in 2026-27

No additional strategies needed.

Other Groups of Students Who Should Be Targeted to Eliminate the Achievement Gap

Strategies used in 2025-26 that will be continued in 2026-27

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.

Strategy 1: We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.

Strategy 2: We will also remind students that the college courses are free and will be taken in place of "traditional" high school classes.

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.

Enhanced/additional strategies to be used in 2026-27

No additional strategies needed.

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Omari Walker	Executive Director & Interim Principal	02/15/2026 03/24/2023	
Maria Fernandes	Assistant Executive Director	07/01/2022	
Dr. Nichole Jones	Principal	03/01/2024	3/24/2026
Suzanne Graham	Chief Finance Officer	07/01/2023	
Gilberto Cubero-Diaz	Director of Technol	02/24/2025	
Delroy Dennis	Chief Operations Officer	10/23/2025	
Renee Lewis	Chief Academics Officer	07/01/2023	
Lauren Robinson	Director of Student Services	07/01/2024	
Dr. Jess Geier	Chief of Compliance	02/15/2016	
Marybeth Mollo	Check title	09/15/2025	
Kaitlin Kendrick	Director of	07/01/2024	

Administrative Roster During the 2024-25 School Year			
	Data and Accountability		
Will Libby	Business Manager	07/01/2021	
Lourdes Pires	Enrollment Coordinator	04/11/2022	

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
58	6	5	Resignation, Terminated, Contract Not Renewed

Other Staff Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
55	9	4	Resignation, Terminated, Contract Not Renewed

Information About the Board of Trustees

Board Membership During the 2025-26 School Year

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Steve Bernard	Vice Chair	Academic Excellence Committee (Chair) Governance Committee (Member)	3	2018 - 2019 2019 - 2022 2022 - 2026	
Nicholas Christ	Treasurer	Finance Committee (Chair)	4	2016 - 2018 2018 - 2021 2021 - 2024 2024 - 2027	
Steve Bernard	Chair	Academic Excellence Committee (Chair) Governance	3	2018 - 2019 2019 - 2022 2022 - 2026	

Board Membership During the 2024-25 School Year					
		Committee (Member)			
Nicholas Christ	Treasurer	Finance Committee (Chair)	4	2016 - 2018 2018 - 2021 2021 - 2024 2024 - 2027	
William Lyttle	Secretary	Finance Committee (Member)	2	2023 - 2024 2024 - 2027	
Vincent Marturano	Vice Chair Committee Officer	Governance Committee (Chair)	4	2016 - 2019 2019 - 2022 2022 - 2025 2025 - 2028	
Jeff Charnel	Member	Finance Committee (Member) Academic Excellence Committee (Member)	3	2022 - 2023 2023 - 2025 2025 - 2028	
Shelly Jackson	Member	Finance Committee (Member) Academic Excellence Committee (Member)	1	2023-2024 2024-2026	

Board Membership During the 2024-25 School Year					
Jason Radzevich	Member	Finance Committee (Member)	2	2023 - 2025 2025 - 2028	
Graham Bengen	Member	Academic Excellence Committee (Member)	3	2020 - 2021 2021 - 2025 2025 - 2028	
Gregory Phillips	Member	Governance Committee (Member)	3	2019 - 2022 2022 - 2025 2025 - 2028	
Lucibel Delgado	Member	Governance Committee (member)	1	2026 - 2028	

Board and committee meeting notices are posted on New Heights' website, [Board of Trustee and Committee Meeting Notices](#).

Appendix D: Additional Information

Complaints

During the 2025-26 school year, no formal complaints were made to the Board of Trustees.

Board of Trustees Contact Information: The NHCSB Board of Trustees can be contacted via the bot@nhcsb.org email address.

Conditions

During the 2025-26 school year, no formal conditions were placed upon the school.