

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2022 - 2023

July 31, 2023

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INTRODUCTION TO THE SCHOOL

Hilltown Cooperative Charter Public School			
Type of Charter	Commonwealth	Location	Easthampton
Regional or Non-Regional	Regional	Districts in Region	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem, Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	218	Enrollment for 2022-23	218
Chartered Grade Span	K-8	Grade Span for 2022-23	K-8
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist for 2022-23	158 on waitlist (plus 45 applications received after initial lottery)
Number of Instructional Days during the 2022-23 School Year	180		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	8:15-3:00 Mon-Fri; K-5 dismiss 12:30 every Wednesday	Age of School in 2022-23	27 years
Mission Statement: <ul style="list-style-type: none"> To engage students in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking skills and a joy of learning To sustain a cooperative intimate community of students, staff, families, and local community members which guides and supports the school and its education program To cultivate children's individual voices and a shared respect for each other, our community, and the world around us 			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Greetings from the Hilltown Board of Trustees,

We are proud to report that our community successfully continued our transition out of the pandemic, thanks to the incredible care and dedication of our administrators, staff, and caregivers.

A few items of note:

- We successfully approved a new Long Range Plan that maps out a plan for the future of our school, focusing on three priorities:
 - 1) cultivating a vibrant culture and community
 - 2) weaving Justice, Equality, Diversity and Inclusion (JEDI) into the fabric of Hilltown
 - 3) aligning schoolwide systems and structures to a shared vision of excellence that meets the developmental needs of our students
- The Board has continued its commitment to Justice, Equity, Diversity, and Inclusion (JEDI). The JEDI Board Committee has continued to hold space for and lift up JEDI at each of our Board meetings. They have led the Board in discussion of how we continue to incorporate JEDI into school and Board structures based on equity audit findings.
- We successfully reconvened and connected through in-person gatherings and events this past year thanks to the hard work and dedication of our community. It was heartwarming to see so many families and children in the school during our community events this year.

Throughout the pandemic and the associated recovery, the Board has been committed to sustaining the school's mission, commitment to community, and fiscal health. We will continue to work with the school staff and community to support the school through its continued journey of recovery from the pandemic and to ensure we are prepared to address any challenges that may arise.

Respectfully submitted,

Kathleen Szegda
President, Board of Trustees
Hilltown Cooperative Charter Public School

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults with a high degree of family involvement:

In the 2022-2023 school year, we focused on returning to our in-person community events. We also continued to structure our week so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.

HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Coordinator of Community and Family Engagement, is charged with involving parents in different aspects of the school. Weekly and monthly parent and family events are included in the school-year schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

Even though we have returned to and continued with these strategies, we feel that we are still rebuilding community relations that were impacted by the pandemic. We are hopeful that with continued focus on community, we will return to having all of our families feel a strong sense of togetherness and belonging.

2. Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:

The organization of staff time is designed to ensure that classroom teachers and teachers in the arts have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with art and music teachers throughout the year. Every classroom participates in several multidisciplinary units annually, incorporating art, music, theater and hands-on projects. Our website includes archives of integrated projects done throughout the years.

3. Students at Hilltown develop strong foundational skills:

We assess the development of students' foundational skills by using universal screenings, tests of basic skills (Fastbridge), MCAS, and internal assessments. On multiple assessments, our students' foundational skills are consistently above average.

4. Hilltown uses a consensus based governance structure:

During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.

5. Hilltown successfully cultivates children’s curiosity, critical thinking, and individual voice:

Morning meetings are a place for students to build community and problem-solve together. In each unit of study, students have opportunities to hone critical thinking skills and develop their individual voices through persuasive writing and engage in respectful discourse by listening to each other and making and supporting evidence-based claims. All students have regular opportunities to share their work and perform in front of the entire school at our weekly All School gatherings. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

Amendments to the Charter		
Date Submitted	Amendment Requested	Pending or Approved?
7/18/2022	The Community and Family Engagement Coordinator (previously the Director of Community and Family Engagement) will report to the Director of Administration instead of the Board of Trustees	Approved
6/26/2023	To align the school bylaws with the newly approved complaint procedure by removing the following language from the bylaws: “The Vice President is also responsible for facilitating the complaint procedure.” (page 7)	Approved
6/26/2023	To change the language from “parent” to “parent/legal Guardian” regarding membership in the cooperative and eligibility for board membership in the following places in the school’s bylaws: 1. Article II, Section 1 is amended to read (amendment in bold): “Any parent/legal guardian or staff member directly involved with the School community is defined as a member of the Cooperative with full voting rights.” 2. Article IV, Section 2A is amended to read (amendment in bold): “The Board of Trustees is a public entity, which shall be composed of six to fifteen voting members. Parents/legal Guardians of students shall fill at least two positions, and ideally not more than two-thirds. Membership in the Cooperative is not a prerequisite to serve on the Board of Trustees.” This change will include non-parent legal guardians as members of the Cooperative and for eligibility to serve on the board in the current category of ‘parent’.	Approved

CRITERION 2: ACCESS AND EQUITY

[2021-22 Student Discipline Data Report by All Offenses - Hilltown Cooperative Charter Public School \(04500105\) \(mass.edu\)](#)

2021-22 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	218	0	0	0	0
English Learner	0	0	0	0	0
Economically Disadvantaged	51	0	0	0	0
Students with Disabilities	36	0	0	0	0
High Needs	70	0	0	0	0
Female	99	0	0	0	0
Male	115	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Asian	7	0	0	0	0
African American/Black	0	0	0	0	0
Hispanic/Latino	5	0	0	0	0
Multi-race, Non-Hispanic/Latino	28	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
White	178	0	0	0	0

Hilltown continues to have very low suspension rates, both in-school and out-of-school. During the 21-22 school year, we had no discipline incidents that rose to the level of in-school or- out-of-school suspension or emergency removal.

We keep track of instances where students are referred to a Director for behavioral reasons and review that information in order to self-investigate our cultural practices. Logical consequences are assigned whenever possible. For example, if a student destroyed property, the student would help take care of the property as part of the repair. When necessary, a team meeting may be held between a parent, teacher, student and administrator to review the Community Compact and identify where a new plan or more support is needed. Hilltown teaches skills such as self-regulation and conflict resolution for all grades.

CRITERION 4: DISSEMINATION

The table below provides evidence of how Hilltown has shared innovative models for replication and best practices with other public schools in the region during the 2022-23 school year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Arts-integrated tradition for building community with new families and within mixed-age classrooms	Virtual visit to meeting of kindergarten teachers in Frontier Regional and Union 38 School District	Kerri Pollard, K-1 Classroom Teacher	Frontier Regional and Union 38 School District kindergarten teachers (from Sunderland, Conway, Deerfield and Whately Elementary) attended the meeting.	As a result of meeting with the HCCPS teacher, current FRSU38 kindergarteners will write and illustrate informational text, in the form of a guidebook, to help new kindergarteners and their families know what to expect and look forward to about starting school in their new classroom.
Mathematics instructional practices and curriculum	Classroom observations and teacher-to-teacher meetings	Kerri Pollard, K-1 Classroom Teacher Gina Wyman, 4-5 Classroom Teacher Rebecca Belcher-Timme, 2-3 Classroom Teacher	Frontier Regional and Union 38 School District teachers from Sunderland, Conway, Deerfield and Whately Elementary	As a result of observing in HCCPS classrooms, and speaking with HCCPS teachers, FRSU38 elementary level teachers have first-hand information that will inform their selection of mathematics curriculum in the district.
Mathematics instructional practices and curriculum	Classroom observations and teacher meetings	Gina Wyman, 4-5 Classroom Teacher Rebecca Belcher-Timme, 2-3 Classroom Teacher	Warwick Community School and District superintendent	As a result of observing in HCCPS classrooms, and speaking with HCCPS teachers, the Warwick Community School and District superintendent has first-hand information that will inform their selection of mathematics curriculum in the district.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Interview questions and techniques for new teachers	Practice interviews for students at Smith College, and panel discussion of interviewing strategies	Laura Davis, Director of Teaching and Learning	Students in the Smith College teacher preparation program School administrators from Buckland-Shelburne Regional School District, Campus School of Smith College, Veritas Prep Charter School, Springfield Prep Charter School	As a result of participation in this event, teachers new to the field gained interview experience, and learned about the HCCPS program and hiring practices. HCCPS strengthened connections with area public, charter, and independent schools.
Arts-integration strategies and programs	DESE Charter School Update, Office of Charter Schools and School Redesign DESE Commissioner's Weekly Update	Laura Davis, Director of Teaching and Learning	Public school and charter public school leaders and educators across Massachusetts	As a result of sharing promising practices in the arts and arts-integration, public school leaders and educators across the state learned about the ways in which HCCPS prioritizes arts learning in its curriculum and structures, and integrates arts across the curriculum
Public School Finance Management	Mount Holyoke Economics of Education Classes (Embedded Practitioner)	Kate Saccento, Director of Administration	Undergraduate students at Mount Holyoke College	College undergraduates learned about charter schools, focusing on the topics of admissions, finance, staffing models, the school's mission and the impact of COVID and steps that are being taken to support students following a pandemic. Part of the dissemination included undergraduate students touring Hilltown and observing classes.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The most recent publicly available student performance data may be found on the DESE website in our [2022 School Report Card](https://profiles.doe.mass.edu/staterc/?fyCode=2022). <https://profiles.doe.mass.edu/staterc/?fyCode=2022>

CRITERION 6: PROGRAM DELIVERY

Overview

During the 2022-2023 school year, Hilltown maintained its core curriculum in reading, writing, and mathematics and reviewed existing curricula in social studies and science to ensure these units addressed the Massachusetts Curriculum Frameworks. The school is using DIBELS 8th Edition for early literacy screening in grades K-3, and has switched to Fastbridge aReading and aMath screening assessments for grades 3-8. Hilltown updated its multi-tiered system of supports for student behavior, and continued to implement tiered supports for academics and social-emotional wellness. Hilltown continued to staff each classroom with at least one teaching assistant, and added a full-time behaviorist position in December. The school offered after-school tutoring and homework support at no cost to students in grades 6-8 who have Individualized Education Plans (IEPs), and offered a summer sessions program focused on reading, mathematics, and social skills at no cost to students in grades K-3. Educators met regularly in teams to collaboratively plan curriculum, and to discuss students of concern and create action steps.

Curriculum and Instruction

Hilltown maintained its existing reading, writing, and mathematics curriculum in 2022-2023. This includes “Being a Reader” from Collaborative Classroom in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In grades K-5, teachers used “Being a Writer” from Collaborative Classroom, supplemented by independent book groups, and integrated writing assignments related to social studies and science projects. Integrated writing and research project topics this year included animals, birds, U.S. national parks, ancient Greece, world religions, the United Nations Rights of the Child, and pre-colonial Indigenous communities. Hilltown has been using the “Illustrative Math” curriculum in grades 6-8 for five years, and engaged in a second year of full implementation in grades K-5 in 2022-2023. Teachers supplement mathematics instruction through resources including Math 180, 3-Act Math, Esti-Mysteries, and daily routines during morning meetings.

Hilltown has many teacher-created K-8 social studies and science curriculum units. We supplement our own units with standards-aligned published curriculum such as Mystery Science, History’s Mysteries (iCivics), Learning for Justice, and Facing History and Ourselves. In grades K-5, these topics are called “major studies,” which are hands-on, and integrate the arts. On Fridays during our All School gatherings, students share their academic and arts work with the entire community one classroom or grade-level per week. This year, a new Collaborative Teacher Leadership Team—facilitated by the Director of Teaching and Learning and with representatives from grades K-6 and the reading specialist—met monthly to review

existing science and social studies curriculum in all grades, and to create grade-level curriculum maps using a standardized format.

All students in grades K-8 participate in Atelier (art), Music & Movement, Health and Wellness, and Physical Education. Students in grades 6-8 participate in digital media and technology classes. Students in grades 7 and 8 take Spanish (the two-year sequence roughly equates to a one-year level 1 course).

Assessments

Hilltown uses multiple forms of assessment to gauge student learning. For screening assessments, the school used Fastbridge aReading and aMath in grades 3-8 for the first time this year, and screened students in fall, winter, and spring. The reading specialist screens all students in grades K-3 using DIBELS 8th Edition three times per year. Teachers in grades K-5 scored student writing samples in the fall and in June using a standard, internally-created K-5 Writing Rubric. Teachers also continued to assess student learning using formative and summative assessments that included rubrics, benchmarks, and unit tests. Hilltown's mathematics curriculum includes daily formative assessment, which teachers use to inform instruction. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess student progress.

Student Supports

The professional learning priority for the 2022-2023 school year was supporting student behavior. This priority was based on evaluation data from the 2021-2022 school year that identified student behavior as a primary barrier to learning engagement. Under the guidance of the Director of Teaching and Learning, educational staff members created a "toolbox" for student behavior support that collected existing and promising new practices and resources in one place. Professional learning topics included: restorative practices and restorative justice; trauma-informed strategies; multi-tiered systems of behavior support; a review of Hilltown's 2022 equity audit findings; working with students with autism; applied behavior analysis; microaggressions; and supporting executive function skills. Hilltown updated its tiered system of supports for student behavior (see FIGURE A, p. 11), and continued to implement tiered supports for academics (see FIGURE B, p. 12).

Hilltown continued to provide student support services through specialized staffing structures. Each academic classroom had at least one teaching assistant whose role was to provide academic and behavioral support to all students, potentially related to IEP services or 504 plan accommodations. After-school Homework Club was available at no cost to students in grades 6-8 who have IEPs. This support was directly related to students' IEP goals and/or class curriculum, was supervised by a special education teacher, and was implemented by that teacher or a special education teaching assistant. Reading intervention continued to be available to students, primarily in grades K-3 but also a few in upper grades. The reading specialist provided short term interventions using the "Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words" (SIPPS) program, a companion to "Being a Reader," as well as the "Read Naturally" fluency program. Students with more significant reading needs documented in their IEPs received specialized instruction, such as Orton-Gillingham, implemented by a special education teacher. Four full-time special education teachers provided services and oversight for students who had IEPs in grades K-8.

Summer Sessions with a focus on reading, mathematics, and social skills were offered to students finishing kindergarten through third grade. Priority enrollment went to students who were below grade-level in any of these areas. This was a free, four-week summer school program implemented by Hilltown teachers and teaching assistants. Students received daily reading instruction with the intention of closing gaps and bringing most students to grade level in reading. Summer sessions also provided daily math practice and social skills activities designed to provide opportunities to practice skills in the Zones of Regulation curriculum.

Educator Collaboration and Professional Learning

Collaboration and communication among educators is built into the schedule at Hilltown. Teachers, administrators, and service providers met weekly or biweekly in Student Support Team (SST) meetings that focused on students who have academic, behavioral, and/or social-emotional concerns. The Mental Health Team (Director of Teaching and Learning, Adjustment Counselor, and School Nurse) met weekly, and the Special Education and Related Supports (SERS) Team met monthly or more frequently as needed over the course of the year. These teams are collaborative in nature, and include representatives from a range of educational positions.

Hilltown continued to use a Response-to-Supports (RTS) process. When students were identified by teachers as not meeting expectations based on formative and summative assessments, a group of educators (typically in the context of an SST meeting) identified a specific challenge to address, developed a goal, recommended a support to be implemented for 6-8 weeks, and then met to review implementation data and determine the effectiveness of that support. Often, these supports are outlined in the school's District Curriculum Accommodation Plan (DCAP). Classroom teachers, teaching assistants, reading specialist, occupational therapist, speech therapist, counselor, or other relevant staff member implemented the identified supports. Parent communication is a key component in the process.

FIGURE A: HCCPS Multi-tiered System of Supports for Student Behavior

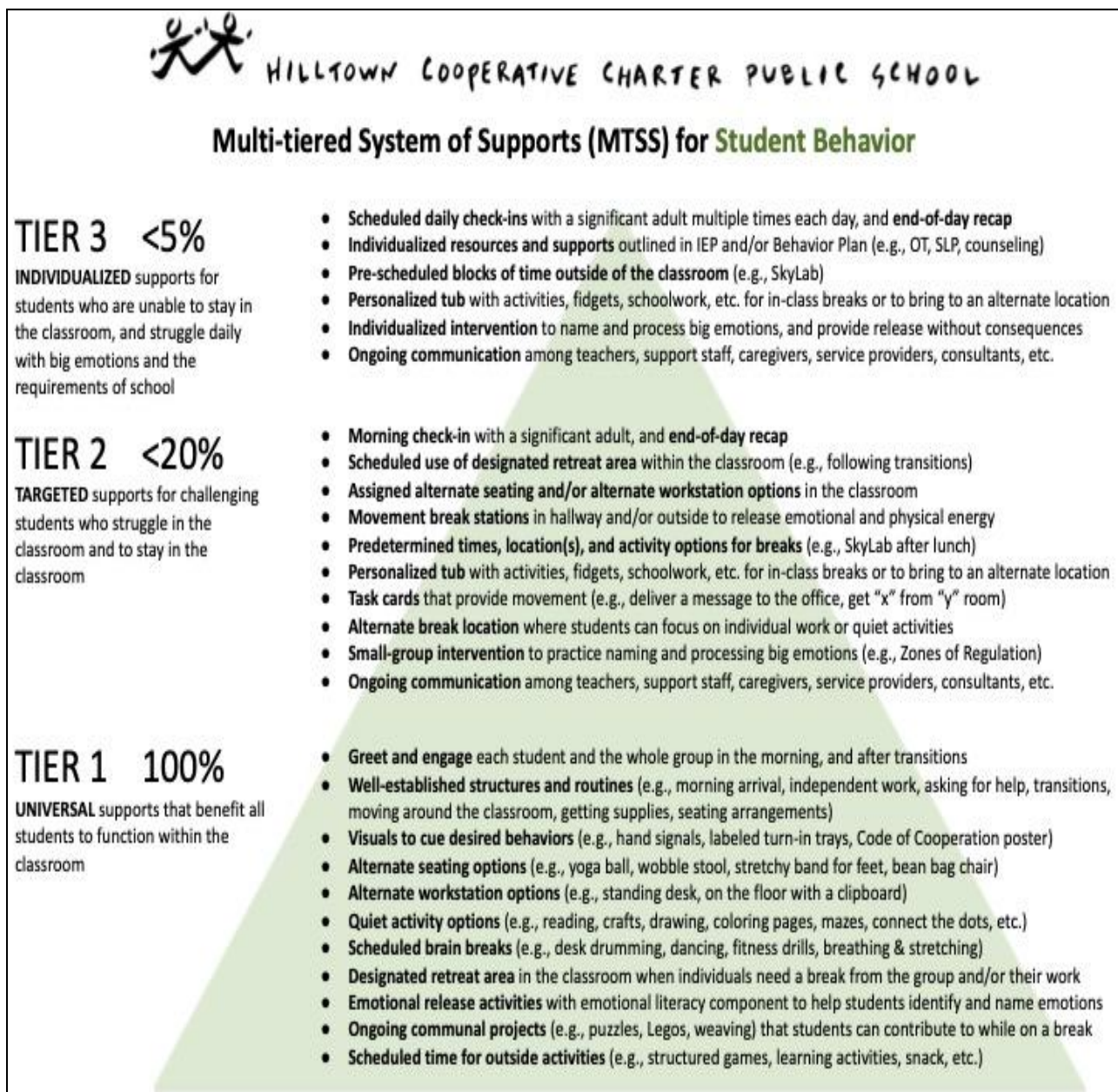
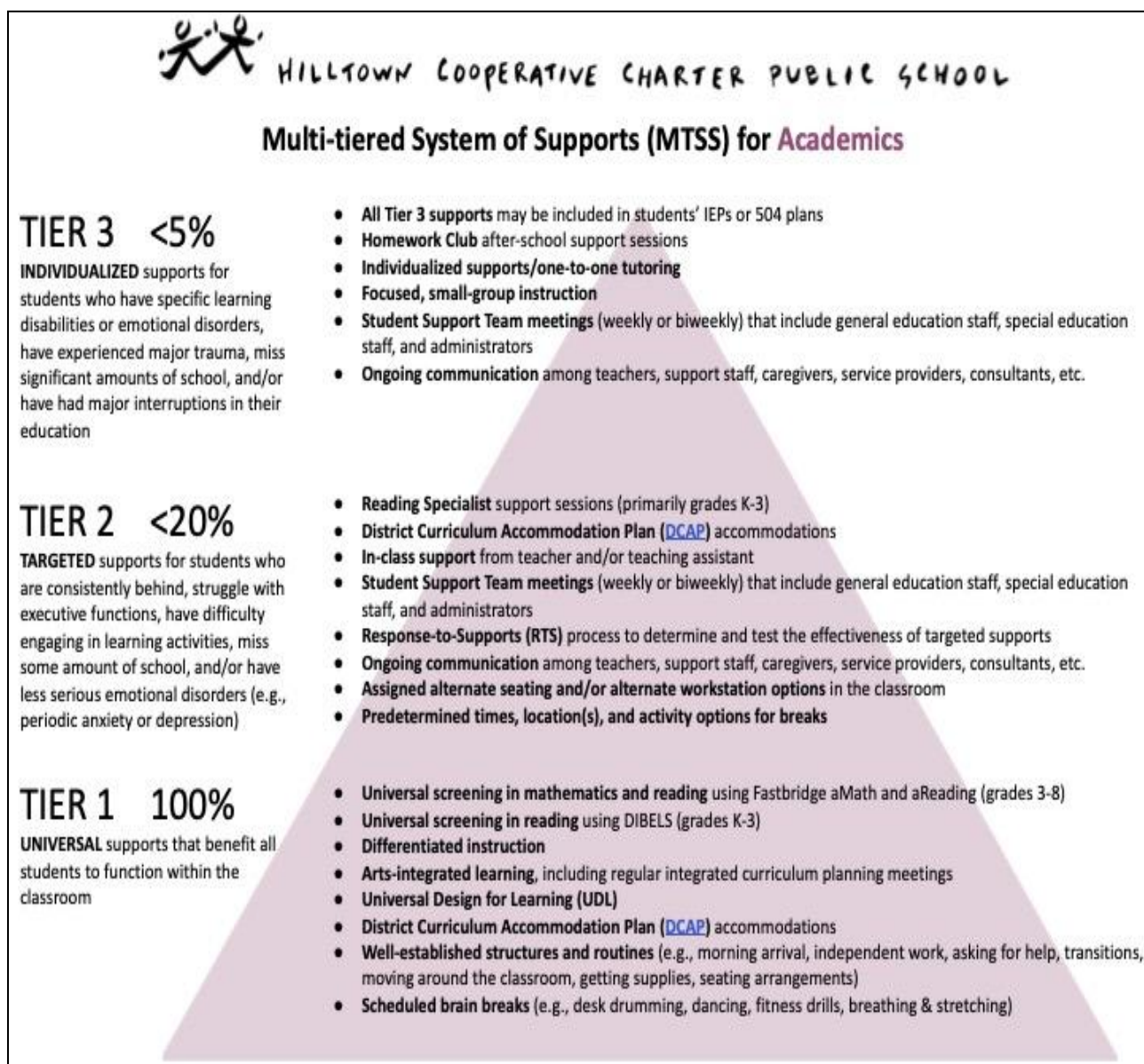


FIGURE B: HCCPS Multi-tiered System of Supports for Academics



ORGANIZATIONAL VIABILITY

INCOME STATEMENT

Hilltown Co-op Charter Public School Unaudited FY23 Statement of Revenues, Expenses and Changes in Net Position July 2022 through June 2023

Operating Revenues	
Tuition	3,395,307
Government Grants	157,403
Private Grants	7,000
Medicaid & Other Reimbursements	21,297
After School Fees	99,044
Student Activity Fees	22,938
School Lunch Receipts	25,098
Total Operating Revenue	<u>3,728,087</u>
Operating Expenses	
Wages	2,663,173
Payroll Taxes	100,834
Fringe Benefits	357,965
Consulting & Contracted Services	148,604
Depreciation Expense	106,945
Dues & Subscriptions	10,654
Educational Supplies & Textbooks	46,491
Equipment	10,674
Food Services	32,376
Instructional Technology	18,361
Occupancy	167,695
Transportation & Field Trips	15,079
Other Operating Expense	18,364
Total Operating Expenses	<u>3,697,215</u>
Operating Income (Loss)	<u>30,872</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	3,130
Investment Income	7,286
Interest Expense	(88,527)
Gain on Sale of Asset	7,806
Fundraising Expense	(457)
Total Non-Operating Revenues	<u>(70,762)</u>
Change in Net Position	<u>(39,890)</u>

BALANCE SHEET

**Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY23
(Balance Sheet)
As of June 30, 2023**

<u>Assets</u>	
Current Assets	
Cash	\$ 330,776
Certificate of Deposit	531,280
Prepaid Expense	33,973
Total Current Assets	<u>896,030</u>
Non-Current Assets	
Capital Assets	
Building (Net)	2,850,814
Land 1-3 Industrial Pkwy	472,975
Furniture and Equipment (Net)	6,596
Security Deposits	7,201
Total Non Current Assets	<u>3,337,585</u>
Total Assets	<u>\$ 4,233,615</u>
<u>Liabilities & Net Position</u>	
Current Liabilities	
Accounts Payable	\$ 9,766
Accrued Wages Payable	240,600
Accrued Payroll Liability	(4,223)
Accrued Expenses	5,285
Deferred Revenue	1,588
Total Current Liabilities	<u>253,017</u>
Long Term Liabilities	
Note Payable - USDA	\$ 3,187,617
Total Long Term Liabilities	<u>3,187,617</u>
Total Liabilities	<u>\$ 3,440,634</u>
Net Position	
Investment in Capital Assets	142,767
Unrestricted	650,214
Total Net Position	<u>792,981</u>
Total Liabilities and Net Position	<u>\$ 4,233,615</u>

BUDGET

**Hilltown Co-operative Charter Public School
Approved FY24 Budget**

Approved by Board of Trustees 06/14/2023

	FY 24
Operating Revenues	
Tuition	3,544,495
Government Grants	149,345
Private Grants	2,500
Medicaid & Other Reimbursements	13,000
After School Fees	85,000
Student Activity Fees	15,000
School Lunch Receipts	15,000
Total Operating Revenue	3,824,340
Operating Expenses	
Wages	2,754,077
Payroll Taxes	104,022
Fringe Benefits	382,000
Consulting & Contracted Services	132,863
Dues & Subscriptions	10,633
Educational Supplies & Textbooks	53,860
Equipment	17,000
Food Services	21,000
Instructional Technology	10,000
Occupancy	203,323
Transportation & Field Trips	14,500
Other Operating Expense	48,850
Total Operating Expenses	3,752,128
Operating Income (Loss)	72,212
Non Operating Revenues & (Expenses)	
Fundraising Income	12,500
Investment Income	3,000
Interest Expense	(86,912)
Fundraising Expense	(800)
Total Non-Operating Revenues	(72,212)
Change in Net Position	0

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	218
Number of students upon which FY24 budget tuition line is based	218
Number of expected students for FY24 first day of school	218

Capital plan for FY24

- a. The school does not have a capital plan for FY24.
- b. The school is currently exploring a playground replacement project for FY25. The current play structure, which is over 30 years old, is made with wood and needs to be replaced. The estimated cost of the project is \$150,000. A subcommittee is currently meeting with potential contractors for the project. Hilltown plans to pay for this project through our established capital project reserve account. The balance of this account as of June 30, 2023 was \$319,053.03

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-23

ACCOUNTABILITY PLAN

FAITHFULNESS TO CHARTER

Measure	2022-23 Performance M (Met) NM (Not Met)	Evidence
Objective (for KDE 1): <i>Hilltown students and their families will participate in the life of the school through classrooms, community events, and school governance.</i>		
Measure: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey. 80% of the families measured will match school demographics.	Not Met	Evidence: There were 68 responses to our annual satisfaction survey. (We had a total of 137 families in 2022-2023.) At least 80% of these responses matched school demographics. Seventy-five percent of families said that they feel a connection or a strong connection to the school.
Measure: 100% of students in grades K-8 will participate in mixed-age programs to build a sense of student community. Such programs include weekly All School gatherings, year-long cross-grade buddies, monthly mixed-age lunchroom assignments, and mixed-age mini-courses at least three times per year.	Met	Evidence: 100% of students in grades K-8 participated in mixed-age programs to build a sense of student community, including weekly All School meetings, year-long cross-grade buddies, and three sessions of mixed-age mini-courses.
Measure: 90% of families, with proportionate representation of the school demographics, will engage in one or more whole-school community events or programs: Winter Fair, Solstice Celebration, Music Festival, Grandparents and Special Elders Day, "Link Families" for incoming families.	Met	Evidence: This year, we were excited to bring back almost all of our whole-school community events including Solstice Celebration, Winter Fair, Music Festival, and weekly All School gatherings. Since the pandemic, we have not yet held Grandparents and Special Elders' Day. We will be reviewing this community event through our recently approved Long Range Plan to determine if this event will continue as it has been held, or if it will be modified. Approximately 90% of families were able to engage in the events that took place, with proportionate representation of the school demographics.

Objective: (for KDE 2): <i>Hilltown students will access learning by participating in interdisciplinary projects that integrate the arts and incorporate hands-on learning.</i>		
Measure: Annually, 95% of students will engage in hands-on units of study that have been co-created by multiple teachers integrating three or more disciplines. The integrated units of study are guided by essential questions arrived at through a collaborative process drawing on state standards.	Met	Evidence: 100% of students in grades K-8 participated in hands-on units of study that were created during regular grade-level Integration Meetings that included academic, music, and visual arts teachers (plus the tech teacher in grades 6-8). Presentations and artifacts from arts-integrated units and featured studies are shared on Hilltown's website.
Measure: Annually, 95% of K-8 students will share their artwork with the whole school (via All School gathering presentations, gallery displays, or musical/theater productions). These sharings will be accompanied by integration statements (written or spoken by students or teachers) explaining how their art interacts with other ideas and disciplines in the featured projects.	Met	Evidence: 100% of students shared their artwork with the whole school. Slideshows were shown in All School (our weekly whole-school gathering) where teachers and students also shared statements explaining the projects. Rotating exhibits of student work were displayed in the hallways throughout the year, accompanied by detailed write-ups about each display. Some of these projects are on the school website as well.
Objective (for KDE 3): <i>Hilltown students will demonstrate deep learning that requires critical thinking and personal expression.</i>		
Measure: Each 8 th grader will design, develop, and present an independent interdisciplinary culminating project in an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Evidence: Each 8th graders designed, developed, and presented an independent research project in an area of personal interest. All projects demonstrated research, writing, and presentation skills. <i>See TABLE 1 for the list of research questions.</i>
Measure: 100% of students in grades K-8 will participate in mixed age mini-courses. K-6 will participate three times a year; grades 7 & 8 will participate two times a year. Students will have the opportunity to express their top choices for course enrollment through surveys.	Met	Evidence: 100% of K-6 students participated in 3-4-week mini courses three times during the year, and 100% of 7-8 students participated two times. Mini course enrollment was based on expressed student choices. <i>See TABLE 2 for a list of mini courses offered.</i>

Objective (for KDE 4): <i>Hilltown students will demonstrate proficiency on external and internal academic measures.</i>		
<p>Measure:</p> <p>Each grade, 3-8, will score in the top quartile annually in the tested areas of reading and math and core total on the SAT10 test of basic skills. The students in the top quartile will reflect all demographics of the student population in grades 3-8.</p>	<p>Not Met</p>	<p>Evidence:</p> <p>Hilltown switched to Fastbridge “aReading” and “aMath” screening assessments in 2022. Based on reports available through the Fastbridge system, we define “top quartile” for the purpose of this annual report as 75 percent or more students scoring at or above the national 50th percentile on the Spring 2023 assessment (or Winter 2023 if spring scores were not available due to absence)</p> <p>aReading scores at or above 50th percentile:</p> <p>District: 83%</p> <p>Grade 3: 86%</p> <p>Grade 4: 90%</p> <p>Grade 5: 86%</p> <p>Grade 6: 81%</p> <p>Grade 7: 81%</p> <p>Grade 8: 81%</p> <p>aMath scores at or above 50th percentile:</p> <p>District: 71%</p> <p>Grade 3: 71%</p> <p>Grade 4: 71%</p> <p>Grade 5: 76%</p> <p>Grade 6: 69%</p> <p>Grade 7: 63%</p> <p>Grade 8: 80%</p> <p><i>See TABLE 3 for demographic breakdowns.</i></p>
<p>Measure:</p> <p>80% of all students in grades K-3 will annually gain one grade level in reading and writing skills as measured by both nationally recognized and internal benchmark assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-3 student body.</p>	<p>Not Met</p>	<p>Evidence:</p> <p>Grade 3 Fastbridge: aReading national growth percentile > 24 (81% of students)</p> <p><i>See TABLE 4 for demographic breakdowns.</i></p> <p>Grades K-3 DIBELS: End-of-year national percentile > 24 (“average” or above)</p> <p>Grade K: 75%</p> <p>Grade 1: 100%</p> <p>Grade 2: 86%</p> <p>Grade 3: 90%</p> <p>Internal writing assessments (HCCPS K-5 Writing Rubric score increase of 8 or more fall to spring, or exceeding top grade-level score)</p> <p>Grade K: 95%</p> <p>Grade 1: 95%</p> <p>Grade 2: 71%</p> <p>Grade 3: 57%</p> <p><i>See TABLE 5 for demographic breakdowns.</i></p>

<p>Measure:</p> <p>Annually, 80% of all students in grades 4-8 will demonstrate proficiency in writing on the HCCPS upper grades writing assessment. The 80% of students demonstrating proficiency will reflect the demographics of our 4-8 student body.</p>	<p>Met</p>	<p>Evidence:</p> <p>Internally developed writing assessments aligned with grade level standards</p> <p>Grade 4: 100%</p> <p>Grade 5: 95%</p> <p>Grade 6: 81%</p> <p>Grade 7: 100%</p> <p>Grade 8: 100%</p> <p><i>See TABLE 6 for demographic breakdowns.</i></p>
<p>Measure:</p> <p>Annually, 80% of all students in grades K-8 will demonstrate proficiency on end-of-unit math assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-8 student body.</p>	<p>Met</p>	<p>Evidence:</p> <p>Percent of students' average scores on end-of-unit math tests > 69%</p> <p>Grade K: 100%</p> <p>Grade 1: 100%</p> <p>Grade 2: 100%</p> <p>Grade 3: 95%</p> <p>Grade 4: 100%</p> <p>Grade 5: 100%</p> <p>Grade 6: 94%</p> <p>Grade 7: 91%</p> <p>Grade 8: 97%</p> <p><i>See TABLE 7 for demographic breakdowns.</i></p>
<p>Measure:</p> <p>100% of 8th Grade students will achieve a passing score on the Grade 8 culminating project rubric.</p>	<p>Met</p>	<p>Evidence:</p> <p>100% of students achieved a passing score on culminating project rubrics.</p>
<p>Objective: <i>Members of the Board of Trustees and the school Directors will demonstrate responsive leadership with respect to the broader community of stakeholders (staff, students, families, and local community).</i></p>		
<p>Measure: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.</p>	<p>Met</p>	<p>Evidence:</p> <p>Board minutes document the decision-making mechanism used for each Board decision. Approved Board minutes are posted on the school's website.</p>
<p>Measure:</p> <p>The Directors will work cooperatively to manage and guide the school. They will collaborate with the Board of Trustees through a Domain Council that meets bi-weekly throughout the school year.</p> <p>The Domain consists of the President and Vice President of the Board, as well as the Directors of the school.</p>	<p>Met</p>	<p>Evidence:</p> <p>Domain Council schedule of meetings and minutes illustrates how the Directors worked cooperatively to share the responsibilities of operating the school. The Domain Council met regularly this school year.</p>

TABLE 1: Eighth Grade Research Project Questions, Spring 2023

Why was the deadly element radium so popular in the US and what was its downfall?	How does marijuana decriminalization and legalization impact various aspects of society?
Why do people join cults?	How did bikes become what they are today?
How are humans impacted by bonds with animals?	How can music help people cope with trauma?
How has rock music evolved throughout its history?	How does the history of birth give us a deeper understanding of how we view women's pregnancies?
How did first person shooter video games become so popular?	How does boxing affect people's brains in the long term?
How do tiny houses impact the social, economical, and environmental aspects of life?	How are "aggressive" dog breeds affected by stereotypes?
How did the use of Agent Orange during the Vietnam War impact human health?	How does the Hubble Space Telescope take pictures?
How does moss benefit the ecosystem?	How can renewable energies create greater access to electricity around the world?
How does a high pivot bike's rearward rear axle path design affect pedal kickback?	How has the NBA evolved since its founding in 1946?
What are the most effective methods for propagating succulents, and how do these methods compare?	What was the result of the Great Molasses Flood?
In what ways does fast fashion pose a threat to human kind?	How do film photography cameras work and how do they compare to digital photography?
How has robotic automation affected the workforce?	How do meat and meat alternatives impact the environment differently?
How has anime evolved over the years?	Why is sexual abuse so common in women's sports?
How are young people affected differently by nature vs. nurture?	How are the three main sub genres of horror used in fiction?
How does the definition of sustainable building design shift in different contexts?	How does music improve cognitive abilities?

TABLE 2: Mini Course Offerings, 2022-2023

Beading for Beginners (experts welcome, too) Grades K-6	Money through Games, Grades K-8
Book Bonanza, Grades K-8	NFL Skills Challenge, Grades 4-8
Brilliant Bubbles, Grades K-6	Obscure Sports, Grades 2-8
Card Sharks, Grades 4-8	Origami, Grades K-8
Check Mates, Grades 2-8	Puzzles!, Grades 2-8
Choose Your Own Adventure Writing, Grades K-8	Rad Recycled Crafts, Grades K-8
Cool Creative Collages, Grades K-8	School Wide Choice Time, Grades K-8
Creative Chocolate Writing, Grades 6-8	Sculpting Mini Masterpieces, Grades K-8
Creative Writing, Grades 6-8	Seed Bombs & Pinch Pots, Grades K-6
Drawing, Grades K-8	Set and Prop Creation for the Musical, Grades K-6
Duct Tape Creations, Grades 4-8	Sign Language, Grades K-8
FoRest and Relaxation: Outdoor Mindfulness, Grades K-6	Stamping and Printing, Grades K-8
Friendship Bracelets, Grades 2-8	T-Shirt Upcycling, Grades K-8
Fur, Feathers and Frog Eggs, Grades K-8	Taking Things Apart, Grades K-8
Give My Regards to Broadway, Grades K-8	Talking Socks: Build Your Own Puppet, Grades 2-6
How to Teach Your Stuffedies, Grades K-5	The Mini Mini Course, Grades 2-8
Jigsaw Puzzle Mosaics, Grades K-8	The Wonderful World of Harry Potter, Grades K-5
Mini Piñata Mini Course, Grades 2-8	Theater Games and Short Scenes, Grades K-8
Mini-Comic/Zine Workshop, Grades 2-8	Warm and Fuzzy Fibers, Grades 2-8

TABLE 3: Percent of HCCPS Students at or above Fastbridge 50th National Percentile in Reading and Math, Spring 2023 (or Winter 2023 if Spring not available)

READING	District #	District %
All Students	131	83%
Male	70	81%
Female	57	85%
Special Education	19	54%
General Education	112	92%
BIPoC	25	83%
White	106	83%
MATH	District #	District %
All Students	112	71%
Male	68	79%
Female	41	61%
Special Education	11	31%
General Education	101	83%
BIPoC	23	77%
White	89	70%

TABLE 4: Percent of HCCPS Students Showing Evidence of One Grade Level Progress in Reading, K-3

- Grade 3 Fastbridge aReading: > 24 point difference in national growth percentile fall 2022 to spring 2023

READING	District #	District %
All Students	17	81%
Male	6	67%
Female	11	92%
Special Education	2	50%
General Education	15	88%
BIPoC	4	100%
White	13	76%

TABLE 5: Percent of HCCPS Students Showing Evidence of One Grade Level Progress in Writing, K-3

- K-5 Writing Rubric: >7 point difference fall 2022 to spring 2023, or exceeding top score for grade level

WRITING	Grade K	Grade 1	Grade 2	Grade 3
All Students	95%	95%	71%	57%
Male	93%	91%	67%	67%
Female	100%	100%	78%	50%
Special Education	86%	100%	83%	75%
General Education	100%	95%	67%	53%
BIPoC	100%	N/A	80%	75%
White	94%	95%	69%	53%

TABLE 6: Percent of HCCPS Students Showing Evidence of Proficiency in Writing, Grades 4-8

- Grades 4 and 5: Met minimum grade-level score on K-5 Writing Rubric
- Grade 6: Scored 70% or higher on Persuasive Essay Rubric
- Grades 7 and 8: Most areas of HCCPS Research Paper Rubric scored at Advanced or Proficient level

WRITING	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	100%	95%	81%	100%	100%
Male	100%	93%	72%	100%	100%
Female	100%	100%	92%	100%	100%
Special Education	100%	80%	43%	100%	100%
General Education	100%	100%	92%	100%	100%
BIPoC	100%	100%	67%	100%	100%
White	100%	94%	87%	100%	100%

TABLE 7: Percent of HCCPS Students Showing Evidence of Proficiency in Math, Grades K-8

- Average end-of-unit assessment score of 70% or above

MATH	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
All Students	100%	100%	100%	95%	100%	100%	94%	91%	97%
Male	100%	100%	100%	89%	100%	100%	94%	89%	94%
Female	100%	100%	100%	100%	100%	100%	92%	92%	100%
Special Education	100%	100%	100%	100%	100%	100%	86%	90%	86%

MATH	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
General Education	100%	100%	100%	94%	100%	100%	96%	91%	100%
BIPoC	100%	N/A	100%	100%	100%	100%	89%	100%	100%
White	100%	100%	100%	94%	100%	100%	96%	90%	96%

DISSEMINATION

Measure	2022-23 Performance M (Met) NM (Not Met)	Evidence
Objective: <i>Hilltown will share best practices with the local educational communities.</i>		
Measure: The school will host an Open House each year, during which teachers will highlight key design elements in practice.	Met	Evidence: This school year, we hosted both an in-person information session (open house) and an online (Zoom) information session before our admissions lottery. Hilltown staff, including Directors, Community and Family Engagement Coordinator and Teachers highlighted key design elements in practice.
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	Evidence: Hilltown partnered with Smith College to reexamine a teacher intern program that had been collaboratively developed and implemented pre-pandemic. The model continued to represent promising practices (see details on next page). Implementing the model in 2022-2023 was not possible due to a significant reduction in graduate-level students at Smith, which essentially eliminated the pipeline of interns. In addition, Hilltown's current Teaching Assistant population has remained relatively consistent over the past few years, which reduced our ability to guarantee paid intern positions. We plan to keep the program in place, and to implement it where possible in collaboration with Smith College and other area teacher preparation programs.

<p>Measure:</p> <p>The school will use its website to disseminate information on integration projects. One project per grade level band per year.</p>	<p>Met</p>	<p>Evidence:</p> <p>Each grade level band has an integrated project from 2022-2023 represented on the Hilltown website.</p>
<p>Measure:</p> <p>Annual evening workshop featuring key design elements (e.g., building community in a K-8 school or arts-integrated curriculum projects).</p>	<p>Met</p>	<p>Evidence:</p> <p>Hilltown held its annual Meeting of the Cooperative in person on May 24, 2023. The evening program was centered around whole-community participation in school governance and JEDI (Justice, Equity, Diversity and Inclusion) discussions. The event also featured a range of vocal and instrumental student performances, an extensive gallery display of student artwork (most of it connected to integrated curriculum projects), and a presentation about the school's new kiln and ceramics program.</p>

Hilltown Cooperative Charter Public School Intern Program

Responsibilities of HCCPS Intern

This position is a 5-day-a-week position, reporting to a teacher (mentor) and the Director of Teaching and Learning. The schedule will complement the graduate class schedule.

Classroom Support

- Provide on the spot support with classroom materials
- Follow the teacher's lead in offering flexible support (schedule or instructional changes)
- Notice disruptive behaviors and independently intervene
- Notice messes and initiate clean up
- Provide observational feedback on student performance and behavior to classroom teacher and special education teacher
- Assist with assignment collection, tracking, evaluation and assessment
- Regularly prepare instructional materials
- Prepare morning meeting message and facilitate morning meeting at least twice a week
- Use the language and routines of the classroom as established by the classroom teacher to assist in facilitating the creation of a respectful, safe, and nurturing classroom
- Read aloud to the class at least twice a week, including selection approved by classroom teacher
- Independently facilitate transitions to recess and special classes
- Work individually with assigned students and with small groups on activities planned by the special education and classroom teachers
- Provide special education support under the direction of the special education teacher and classroom teacher

- Provide other grade/classroom specific support as directed by the lead teacher. Some examples of grade specific responsibilities include:
 - Implement kindergarten handwriting curriculum and teach letter sounds to the kindergarteners in conjunction with the handwriting curriculum
 - Provide sight word instruction for kindergarten students
 - Read level A, B and C texts with kindergarteners (with an option at the teacher's discretion to read in a small group guided reading setting with first grade students)
 - After the first trimester, the intern will teach one lesson a week in writing and math (Year 1)
 - Teach one science or social studies unit, by the end of year 1
 - Teach at least 2 units of science or social studies (year 2)
 - Provide word study instruction (grades 4 & 5)

Communication

- Participate in regular weekly meetings between the teacher and intern for planning purposes
- Participate in regular weekly meetings between the special education teacher and intern for planning purposes
- Participate in parent communication as directed by the classroom teacher, including weekly classroom updates, conferences, and IEP meetings
- Develop and maintain good working relationships with families of classroom students while referring parents with questions/concerns to the classroom teacher

Professionalism

- Learn and execute protocols for lunch and recess coverages
- Act as lead teacher in planned and unplanned circumstances
- Participate in professional development activities and staff meetings as assigned
- Adhere to policies and procedures in the HCCPS Personnel Manual including guidelines regarding confidentiality

Additional responsibilities may be assigned based on personal experiences and interests.

Responsibilities of HCCPS Intern Mentor

Mentor teacher will gradually release responsibilities over the school year. Responsibilities will differ in the first and second years of internship.

Supervision/Administrative

- At the beginning of the school year, provide intern job description and orientation
- Facilitate regularly scheduled weekly meeting with intern, including:
 - Specific guidance around special education support
 - Individual short and long term goal setting for the intern
- Review weekly schedule and ensure proper preparation of materials and lesson planning, if necessary
- Gradually provide opportunities for the intern to lead daily whole group activities such as: morning meeting, read aloud, transitions and, at teacher discretion, academic lessons.
- Support intern's coursework connected to the classroom
- Observe two lessons a semester and provide written feedback according to state requirements

Communication

- Communicate expectations around required participation in meetings and professional development
- Provide written overview of each week, including lesson topics, student support needed and direct teaching responsibilities
- Provide opportunities for reflection and specific feedback on intern's practice using the HCCPS intern program rubric

Process for Placing an Intern with a Mentor

1. Mentor teachers are identified and asked by the Director of Teaching and Learning before intern interviews commence.
Mentor teachers must meet the following criteria:
 - At least 3 full years experience and an initial or professional license or sign-off from sending institution if mentor teacher does not have a current license.
 - Must receive an evaluation rating of proficient or higher on most recent educator evaluation.
 - Partnering institutions have the opportunity to observe a teacher who may be supervising an intern before an intern is placed in the classroom.
2. Intern candidates are identified by the affiliated program; the program informs the Director of Teaching and Learning of interested applicants.
3. The Director of Teaching and Learning reviews the applications and identifies candidates to interview.
4. All mentor teachers are invited to meet with the candidates along with the Director of Teaching and Learning. During the interview, the intern responsibilities and compensation will be communicated.
5. After the interview, the mentor teachers provide feedback to the Director of Teaching and Learning; the Director will make the final decision about accepting applicants and their placement within the school.

Rubric for Graduate Intern Assessment

Classroom Support	Needs Improvement	Meeting Expectations	Exceeding Expectations
Materials	Needs to be reminded to prepare materials in routine situations.	Anticipates student and teacher needs in routine lesson situations and prepares materials without being reminded.	Anticipates student and teacher needs even in unexpected or flexible situations and prepares materials without being prompted.
Management/Behavior	Sometimes upholds behavioral expectations in the classroom by implementing known systems.	Upholds behavioral expectations in the classroom by implementing known systems.	Upholds behavioral expectations in the classroom by implementing known systems. Additionally, proposes new systems and implements them, with teacher guidance.

Professionalism	Needs Improvement	Meeting Expectations	Exceeding Expectations
Punctuality	Does not always arrive on time to the classroom and meetings.	Arrives on time to the classroom and meetings.	Arrives early to the classroom and meetings without teacher prompting
Reliability	Occasionally or often is unprepared for lessons and paperwork and/or is late for duties.	Is punctual and reliable with paperwork, duties and lesson preparation.	Goes beyond expectations for paperwork, duties and lesson preparation by introducing and executing new systems and ideas.
Attendance	Has moderate or many absences.	Has very good attendance.	Has perfect or near perfect attendance.
Judgment	Sometimes exercises appropriate decision making both in situations that can be resolved by the intern and situations that can be resolved by the mentor teacher.	Exercises appropriate decision making both in situations that can be resolved by the intern and situations that can be resolved by the mentor teacher.	Regularly reflects on handling of various types of situations and improves problem solving ability over time.
Language	Some of the time, speaks clearly and appropriately with all audiences and adopts the language of the classroom and the school.	Most of the time, speaks clearly and appropriately with all audiences and adopts the language of the classroom and the school.	Consistently speaks clearly and appropriately with all audiences and introduces new language that allows them to be more effective.
Communication	Needs Improvement	Meeting Expectations	Exceeding Expectations
Responsiveness	Sometimes relays necessary information in a timely manner.	Relays necessary information in a timely manner	With mentor support, takes initiative to engage in appropriate problem solving.
Reporting	Sometimes successfully uses existing classroom systems to share and document information about students.	Successfully uses existing classroom systems to share and document information about students.	Implements new and effective systems to share and document information about students.

Planning & Preparation for Learning	Needs Improvement	Meeting Expectations	Exceeding Expectations
Lesson Planning	Submits lessons less than 24 hours in advance and/or does not effectively incorporate feedback.	Provides lesson plans to supervising teacher with at least 24-48 hours notice, allowing the supervising teacher to provide feedback that can then be incorporated.	Provides lesson plans more than 48 hours in advance, allowing time for in depth conversation that significantly enhances the lesson.
Instructional	Needs Improvement	Meeting Expectations	Exceeding Expectations
Adjustment to Practice	Sometimes demonstrates flexibility within lesson delivery in response to student needs.	Demonstrates flexibility within lesson delivery in response to student needs.	Prepares several flexible scenarios to anticipate a range of needs and responses.
Meeting Diverse Needs	Sometimes provides necessary accommodations and modifications to identified students.	Provides necessary accommodations and modifications to identified students.	Prepares a variety of options to meet needs of identified students.
High Expectations	Sometimes communicates the expectation that all students are capable of and expected to participate.	Communicates the expectation that all students are capable of and expected to participate.	Actively encourages participation from each student and communicates that all students are valued in the learning community.
Safe Learning Environment	Sometimes facilitates respectful discourse and interactions throughout the lesson to encourage engagement.	Facilitates respectful discourse and interactions throughout the lesson to encourage engagement. Sometimes intervenes to prevent behavioral issues.	Designs the lesson to maximize positive outcomes. Facilitates respectful discourse and interactions throughout the lesson to encourage engagement of all students. Anticipates potential behavioral issues before they develop.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-24

RECRUITMENT PLAN 2023-24

2022-23 Implementation Summary:

Data shows that there is continued strong interest in applying for admission to Hilltown. For the 2022-2023 school year, we received 279 applications for 40 openings. For the 2023-24 school year, so far we have received 258 applications for 41 anticipated openings.

We continue to reach out to specific local institutions to reach target populations where our school fell below GNT and CI percentages. We were able to host two successful in-person information sessions. One information session was held as an open house at the school and the other was held virtually via Zoom. We advertised widely to our specific populations for both events. We distributed postcards about the events to local agencies that support immigrant and low income/economically disadvantaged families.

A continued challenge in recruitment is that we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year. In 2022-2023, 10 of our 40 new students were siblings of students already enrolled.

In 2022-2023, we had 74 applicants for 20 spots available in Kindergarten (our biggest entry point) with 7 grade K spots filled by siblings, and 37 sixth grade applicants for 11 spots with two spots filled by siblings. For the 2023-2024 school year, we anticipate that 11 of our 41 new students will be siblings of students already enrolled. So far we have 71 applicants for 20 spots available in Kindergarten with six grade K spots likely to be filled by siblings, and 48 sixth grade applicants for 9 spots with two spots likely to be filled by siblings.

We are looking to close the gap on English learners and low Income families. WE are still in the process of collecting enrollment materials for our incoming students, but the information we have collected so far does not indicate that we will be narrowing the gaps for English learners (ELs). We also do not collect any information about our newly enrolling students' income status before the school year begins.

We would welcome further discussion with the Department of Education regarding outreach to students in these specific subgroups.

General Recruitment Activities for 2023-24:

In April 2023, the Hilltown Board of Trustees approved a Long Range Plan goal that prioritizes Justice, Equity, Diversity and Inclusion (JEDI). The goal reads as follows:

Goal 2: Weave justice, equity, diversity, and inclusion into the fabric of HCCPS

The second goal of the HCCPS Long Range Plan is to center justice, equity, diversity, and inclusion (JEDI) into the school's policies and practices. JEDI promotion is increasingly becoming a top priority for schools around the world. Since its founding in 1995, HCCPS has addressed these issues, but the ways in which it has done so have been largely dependent on the initiative of individual staff and community members. Over the next five years, HCCPS seeks to center JEDI in the culture, policies, practices, and curriculum of the school at all levels.

JEDI goes beyond the promotion of "celebration of difference" or "tolerance" to instead critically examine the effects of historic systemic racism and other forms of oppression. Focusing on JEDI issues will help HCCPS to meet its stated mission by working toward ensuring that students with diverse identities and life experiences have access to what they need in order to succeed, and for families, faculty, and staff members from all backgrounds to be welcomed and feel a sense of belonging in our school community.

This goal will focus our efforts to strive toward equity at HCCPS regardless of race, ethnicity, gender, religion, sexuality, disability, or other aspects of identity. We acknowledge that HCCPS's policies, practices, and structures to date have sought to provide a school environment that supports access for a wide range of students and families in Hampshire and Franklin Counties, and to build a supportive community. By making JEDI an explicit priority, we acknowledge that improvements are possible, and that we are committed to continuing to work toward creating a safe and equitable school option for all current and future students, staff, and families. By committing to these practices, HCCPS will be better equipped to serve historically marginalized groups of students and to better ensure that all students succeed.

Purpose: Define what JEDI means at HCCPS, and codify it in policy and practices with intentional plans for sustainability. Better reflect the population of our sending districts in the HCCPS population.

Rationale/Context:

- HCCPS has committed to JEDI, but the definition, practices and plan for implementation and monitoring need to be more clearly defined
- Presently, it is unclear what groups, individuals, and positions are responsible for JEDI in the school, how they work together, and who does what
- HCCPS is a public school, but does not reflect the population of area public schools
- Word of mouth about HCCPS spreads amongst a homogeneous cross section of families in the Valley
- Current outreach practices have not yielded significant results.

Fiscal Implications: *Minimal to significant, based on recommendations*

Below are the action steps of this goal as written in the Long Range Plan:

D) Achieve enrollment parity with our sending districts

1. Increase admissions access to HCCPS for all students in Hampshire and Franklin counties
2. Create a more robust recruitment process with specific strategies for historically underserved populations that are under-represented at HCCPS
3. Investigate and make recommendations regarding transportation options in Hampshire and Franklin Counties
4. Evaluate before- and after-school programs with an eye toward serving the needs of a more diverse student population

While developing and implementing this goal, Hilltown will plan to continue the following activities:

Activity 1: Annual Community Outreach Event

Before activities 2-4 (below) and before the application deadline for our lottery, we will distribute postcards to local community organizations, preschools, and businesses who serve families in our priority counties (Hampshire and Franklin). The postcards will be printed in accessible language, in English and Spanish, and will include invitations to our Zoom information session and in-person open house. They will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students.

Activity 2: Pre-School Outreach

Before the application deadline, we will invite local pre-school providers to tour our school. We will also visit local preschool providers to host information sessions with their currently enrolled families.

Activity 3: Information Session

We will hold a Zoom information session prior to the application deadline and post the invitation for the information session on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students. We will also have a Spanish translator available at the session.

Activity 4: Open House

We will host a weekend open house where families and preschool providers will have the opportunity to tour the school and speak directly with school administrators and teachers. We will advertise the Open House through postcards at local community organizations, preschools, and media. We will also post the invitation on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and will be printed in English and Spanish. We will also have a Spanish translator available at the open house.

Finally, we will continue to include a welcoming statement for LEP students on our website, have our admissions materials translated into Spanish, and have a “Google Translate” link on our website.

We have made a long-term commitment to increase applications and enrollment from all subgroups, although we recognize that there are a limited number of spots and many of them will go to siblings.

Recruitment Plan – 2023-24 Strategies (Strategies for recruitment activities for each demographic group)	
Special education students/students with disabilities	
(a) CHART data School percentage: 17.1% GNT percentage: 15.2% CI percentage: 15.2% Hilltown is <u>above</u> GNT percentages and <u>above</u> CI percentages	(b) Continued 2022-23 Strategies Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Ensure that brochures are available at the REACH project and the area early intervention program • Outreach to Whole Children, a non-profit organization providing after school services for children with special needs • Our SEPAC (Special Education Parent Advisory Council) is present and available at our Open House for prospective parents • SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts
	(c) 2023-24 Additional Strategy(ies), if needed None needed at this time.
Limited English-proficient students/English learners	
(a) CHART data School percentage: 0% GNT percentage: 1.6% CI percentage: 1.6% Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages	(b) Continued 2021-2022 Strategies <ul style="list-style-type: none"> • Distribute brochures at Franklin-Hampshire Community Action Program • All ads will include a statement welcoming LEP applicants • Our website will include a statement welcoming LEP applicants • Bi-lingual (Spanish) translator and tour guide will be present at our Open House • “Google Translate” link will be available on our website • Reach out to the local refugee organizations (Welcome Home Refugee Resettlement Program), including the distribution of flyers • Distribute flyers and/or place advertisements in bulletins at religious organizations and groups that provide services in languages other than English

Recruitment Plan – 2023-24 Strategies (Strategies for recruitment activities for each demographic group)	
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> ● Explore alternative locations/agencies to distribute flyers, since housing projects do not allow any form of solicitation ● Find and reach out to local pre-schools known to have greater populations of limited English proficient families ● Bi-lingual (Spanish) translator and tour guide will be present at our Information Sessions on-line as well as in-person <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p> <p>As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees have prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023.</p>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 21.7%</p> <p>GNT percentage: 24.0%</p> <p>CI percentage: 31.4%</p> <p>Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● Outreach at local WIC and SNAP sites, Goodwill and Salvation Army stores ● Make Brochures and applications available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs ● Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply ● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> ● Specifically state in our promotional materials that our program serves all students, including students of all socio-economic backgrounds ● Distribute promotional materials at local bus stops, libraries, laundromats

Recruitment Plan – 2023-24 Strategies (Strategies for recruitment activities for each demographic group)	
	<ul style="list-style-type: none"> ● Outreach to more local preschools with promotional materials, invitations to information session and open house, and offer on-site informational sessions at their schools <p>We expect it will take two years of using these strategies to fully evaluate the effectiveness.</p> <p>As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees has prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023.</p>
<u>Students who are sub-proficient</u>	<p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● Use our Teacher/TA model to effectively provide targeted tier one and tier two supports within our general curriculum classrooms ● Provide additional small group and individual support, through our Student Support Teams (SST) for students who enter behind grade-level and-or struggle to make academic progress ● Also through our SST, develop “Response to Support” (RTS) plans to ensure that students who are struggling in our program are given the support they need to succeed
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-23 Strategies</p> <p>In our recruitment materials and activities...</p> <ul style="list-style-type: none"> ● We will explicitly state that our school is open to all students regardless of prior academic performance ● We will also emphasize the following: <ul style="list-style-type: none"> ○ Hands-on, project based learning ○ After school activities ○ Significant family engagement opportunities ○ Community service learning ○ Individualized instruction ○ Safe learning environment

RETENTION PLAN 2023-24

2022-23 Implementation Summary:

Our retention strategies have proven to be successful in achieving our retention goal. We continue to have small class sizes with low adult: child ratios; frequent parent conferences; active learning strategies; early identification of struggling learners; and early literacy development through the Reading Specialist.

We continue to offer a daily non-academic after-school program. Family engagement opportunities have resumed almost to full implementation since the pandemic.

In addition, we continue to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from the Adjustment Counselor, Occupational Therapist and the Speech and Language Therapist. We also successfully developed and implemented a full-time Behavior Analyst role.

Fortunately, our student attrition level has consistently been quite low. Our 2022-2023 attrition report showed a school-wide attrition rate of 3.2% (compared to 4.8% in 2021-2022). We continue to achieve our target retention rate of 95% or higher.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan – 2023-24 Strategies	
Strategies for retention activities for each demographic group	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.4%</p> <p>Third Quartile: 13.1%</p> <p>Hilltown's attrition rate is <u>below</u> third quartile percentages.</p>	<p><u>(b) Continued 2022-23 Strategies</u></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Small class size with low adult to child ratio ● 4x/week after school homework club ● Daily non-academic after-school program ● Frequent parent conferences

Retention Plan – 2023-24 Strategies	
Strategies for retention activities for each demographic group	
	<ul style="list-style-type: none"> • Child study process for early intervention on a pre-special education evaluation basis • Teaching assistants in all classrooms
	(c) 2023-24 Additional Strategy(ies), if needed None needed
Limited English-proficient students/English learners	
Limited English-proficient students	
(a) CHART data School percentage: 0% Third Quartile: 8.4% Hilltown's attrition rate is <u>below</u> third quartile percentages.	(b) Continued 2022-23 Strategies Below third quartile: no enhanced/additional strategies needed. <ul style="list-style-type: none"> • 3x/week after school homework club • Daily non-academic after- school program
	(c) 2023-24 Additional Strategy(ies), if needed No ELs were enrolled during the 2022-23 school year. No retention strategies needed.

Students eligible for free or reduced lunch (low-income)	
(a) CHART data School percentage: 5.0% Third Quartile: 11.9% Hilltown's attrition rate is <u>below</u> third quartile percentages.	(b) Continued 2022-23 Strategies Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Ensure that we have no income-based barriers to services • Ensure that application for free/reduced lunch is easily and confidentially accessible • Provide financial assistance for non academic after school programs
	(c) 2023-24 Additional Strategy(ies), if needed None needed
<u>Students who are sub-proficient</u>	(d) Continued 2022-23 Strategies <ul style="list-style-type: none"> • Small class size with low adult to child ratio • 3x/week after school homework club • Daily non-academic after-school program

	<ul style="list-style-type: none"> ● Frequent parent conferences <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>None needed</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> ● Family engagement ● Active learning strategies (hands on project based learning) ● Arts integration ● Early identification of struggling learners ● Early literacy development via reading teacher ● Extra support in younger grades from OT, PT, and speech therapist <p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>None needed</p>

APPENDIX C: SCHOOL AND STUDENT DATA TABLES

STUDENT DEMOGRAPHIC INFORMATION

[Enrollment Data \(2022-23\) - Hilltown Cooperative Charter Public School \(04500105\) \(mass.edu\)](#)

[Selected Populations \(2022-23\) - Hilltown Cooperative Charter Public School \(04500105\) \(mass.edu\)](#)

Enrollment by Race/Ethnicity (2022-23)

Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	0%
Asian	2.3%
Hispanic	4.6%
Native American	0%
White	82%
Native Hawaiian Pacific Islander	0%
Multi-Race Non-Hispanic	11.1%

Selected Populations (2022-23)

Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	1.4%
English Language Learner	0%
Low-income	21.7%
Students with Disabilities	17.1%
High Needs	32.7%

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date
Kate Saccento Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, supervision of administrative staff, policy implementation; liaison to DESE	7/2014	NA
Laura Davis Director of Teaching and Learning	Responsible for student support services including discipline, supervision of	8/2022	NA

Administrative Roster During the 2022-23 School Year			
	teaching staff, curriculum development, education policy and implementation		

Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	3	1	2	found other employment in education found other employment outside education
Other Staff	6	3	3	found other employment in education positions discontinued medica/personal reasons

INFORMATION ABOUT THE BOARD OF TRUSTEES

HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES FY2023

Board Membership During the 2022-23 School Year

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
Tala Elia telia@hilltowncharter.org	Trustee, Vice President	Domain Council	Parent	1st Term: 11/2020- 7/2023
Katharine Ewall kewall@hilltowncharter.org	Trustee	GABS Committee, Facilities Committee	Parent	1st Term: 7/01/2021- 6/30/2024

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
Kathleen Szegda kszegda@hilltowncharter.org	Trustee, President	Domain Council	Parent	1st Term: 7/01/2020- 6/30/2023
Kathleen Hulton khulton@hilltowncharter.org	Trustee	Chair, Long Range Plan Committee, JEDI Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Emily Boddy eboddy@hilltowncharter.org	Trustee	Chair, GABS Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Matthew Dube mdube@hilltowncharter.org	Trustee	Chair, Personnel Committee	Parent	3rd Term: 7/01/2021- 6/30/2024
Sara Schieffelin sschieffelin@hilltowncharter.org	Trustee, Clerk	Chair, GABS Committee	Parent	1st Term: 7/01/2021- 6/30/2024
Daniel Klatz dklatz@hilltowncharter.org	Trustee	Chair, Long Range Plan Committee	Community BOT Member	1st Term: 7/01/2021- 6/30/2023 (resigned)
Richard Senecal rsenecal@hilltowncharter.org	Trustee, Treasurer	Chair, Finance Committee	Parent	1st Term: 7/1/2019- 6/30/2023 (resigned)
Chris Korczak ckorczak@hilltowncharter.org	Trustee	Chair, Facilities Committee	Parent	1st Term: 8/28/2020- 8/30/2023

Name	Board Role	Committees/ Other	Affiliation	Terms, Elections & Expiration Dates
				(resigned 6/30/2023)
Andrew Coate acoate@hilltowncharter.org	Trustee	Personnel Committee	Parent	1st Term: 7/01/2022-6/30/2025
Gina Wyman gwyman@hilltowncharter.org	NonVoting Trustee, Teacher Rep	Long Range Plan Committee	Teacher	1st Term: 9/20/22-6/30/2024
Kate Saccento ksaccento@hilltowncharter.org	Admin Liaison	Domain Council, Finance Committee, Facilities Committee, Long Range Plan Committee	Director of Administration	n/a
Laura Davis ldavis@hilltowncharter.org	Admin Liaison	Domain Council, Personnel Committee, Long Range Plan Committee	Director of Teaching and Learning	n/a
Rashida Krigger rkrigger@hilltowncharter.org	Admin Liaison	Domain Council, GABS, JEDI, Long Range Plan Committee	Community and Family Engagement Coordinator	n/a

Board of Trustee and Committee Meeting Notices

The Hilltown [Board of Trustees meeting schedule and minutes](https://www.hilltowncharter.org/board-of-trustees/#1509704368382-a40ae3fb-f451) can be found on the school website at <https://www.hilltowncharter.org/board-of-trustees/#1509704368382-a40ae3fb-f451>

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations [603 CMR 1.08 \(11\)](#). Please provide information about the following:

FACILITIES

Address	Dates of Occupancy
1 Industrial Parkway Easthampton, MA 01027	August 2014- current (no change)

ENROLLMENT

Action	2023-24 School Year Date(s)
Student Application Deadline	February 28, 2024
Lottery	February 29, 2024

APPENDIX E: COMPLAINTS AND ATTACHMENTS

Complaints

There were no complaints filed with the Board in the 2022-2023 school year.