

**HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL**

ANNUAL REPORT

2021-2022

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Introduction to the School

| Name of School: Hilltown Cooperative Charter Public School | | | |
|---|--|--|---|
| Type of Charter | Commonwealth | Location of School (Municipality) | Easthampton |
| Regional or Non-Regional | Regional | Chartered 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 | Years the Charter was Renewed | 2000, 2005, 2010, 2015, 2020 |
| Maximum Enrollment | 218 | Enrollment as of 7/28/2022 | 218 |
| Chartered Grade Span | K-8 | Current Grade Span | K-8 |
| Number of Instructional Days per School Year (as stated in the charter) | 180 | Students on Waitlist for 22-23 as of 7/28/2022 | 191 on waitlist (plus 35 applications received after initial lottery) |
| School Hours | 8:15-3 Mon-Fri; Grades K-5 dismiss at 12:30 every Wed | Age of School as of 2021-2022 School Year | 27 years |

Mission Statement

- 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 President of the Board of Trustees



Greetings from the Hilltown Board of Trustees,

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

A few items of note:

- We were able to safely keep our school open to students and staff for the entire school year with full in-person capacity, with no shutdowns for staff or students due to COVID-19
- We made permanent our provisional Justice Equity Diversity Inclusion (JEDI) Committee to continue to address issues and ensure JEDI work is included in all Board and subcommittee work
- We began our next Long Range Planning process with a committee of dedicated Board members, staff, and caregivers
- We finished the fiscal year with a positive operating budget in a difficult pandemic year

We also identified and hired a new Director of Teaching and Learning, Laura Davis, and are excited to work with her this school year.

Since the beginning of the pandemic 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 ensure we are more than ready for the challenges that lie ahead.

Respectfully submitted,

Matt Dube
President, Board of Trustees
Hilltown Cooperative Charter Public School

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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:

We were unable to collect usable data from our annual parent survey this year, due to a technical problem with the survey, but in past surveys, parents have affirmed their belief that a strong connection exists. We continue to offer regular opportunities for volunteering both in the classroom and for school-wide events, large and small. The week is structured 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 Director of Community and Family Engagement, is charged with involving parents in different aspects of the school. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.

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 teachers in the arts and classroom teachers 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. Each year, every classroom participates in several multidisciplinary units, 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 (SAT10), 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:

All students have regular opportunities to share their work and perform in front of the entire school at our weekly All School gatherings. 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 engaging in respectful discourse by listening to each other, and making and supporting evidence based claims. 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? |
|----------------|---------------------|----------------------|
| NA | None in 2021-22 | NA |

Access and Equity: Discipline Data

The most recent, publicly available student discipline data for Hilltown can be found in our 2020-2021 DESE district profile:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500105&orgtypecode=6&=04500105&>

| 2020-2021 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 | 40 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 0 | 0 | 0 | 0 |
| High Needs | 63 | 0 | 0 | 0 | 0 |
| Female | 106 | 0 | 0 | 0 | 0 |
| Male | 111 | 0 | 0 | 0 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 6 | 0 | 0 | 0 | 0 |
| African American/Black | 2 | 0 | 0 | 0 | 0 |
| Hispanic/Latino | 7 | 0 | 0 | 0 | 0 |
| Multi-race, Non-Hispanic/Latino | 29 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 174 | 0 | 0 | 0 | 0 |

Hilltown does not need to reduce the use of in- and out-of-school suspension rates at this time. Our rates are historically very low; during the pandemic and hybrid learning, we had no discipline incidents that rose to the level of in- or out-of-school suspension or emergency removal.

We keep track of students who are referred to a Director for behavioral reasons and review that information in order to self-investigate our cultural practices. We use a “thinking sheet” with younger students to process and solve significant problems. We use a set of restorative questions to process, solve and facilitate repairs with older students. We lean toward logical consequences 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 between a parent, teacher, student and administrator may be held 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. We use the Zones of Regulation curriculum, the Social Explorers program in the younger grades, and mindfulness practices in grades K-8. Students are allowed to take breaks and seek a supportive adult (teacher, teaching assistant, nurse, adjustment counselor, or administrator) in order to de-escalate. We did not have a reason to suspend a student during the 2021-22 school year.

Dissemination Efforts

The table below shows evidence of how Hilltown shared innovative models for replication and best practices to other public schools our local districts during the 2021-2022 school year.

| Best Practice Shared | Vehicle for Dissemination | Who at Hilltown was involved in dissemination efforts? | With whom did the school disseminate its best practices? | Result of dissemination |
|---|--|--|--|---|
| Critical Exploration of Local History Resources | Material Development | Grades 2-5 | The David Ruggles Center in Florence MA | Our second and third grade classes collaborated with the David Ruggles Center on a study of "Local Heroes of the Underground Railroad". We developed a scavenger hunt to identify artifacts at the David Ruggles Center and around Florence center which led us to places like Sojourner Truth's home and The Hill Institute, named for Samuel Hill. The scavenger hunt and other resources we shared with the Ruggles Center will be available for future elementary visitors. Volunteers at the David Ruggles center acted as docents and led our walking tour using our developed materials. |
| Integration | Recorded discussion | All Teachers | Discussion was recorded and posted on the school website | Visitors to our website can access student work and information about our integration model. They can see specific integration projects across grade levels, and how these projects deepen content area learning in developmentally appropriate ways for each grade. There is evidence of collaboration between art, theater and classroom teachers in these projects. |
| Mixed age classrooms | Fellowship for Intern, Student Teacher | K/1 classroom | Westfield State University, Elms College, UMass | Our intern and student teachers created and implemented lesson plans to meet the needs of mixed age classrooms and shared and reflected on their experiences in their college coursework. |
| Due to the pandemic, we did not engage in as many dissemination efforts as usual. | | | | |

Student Performance

The most recent (2020-2021) publicly available student performance data may be found in our “Report Card” on the DESE website: <https://reportcards.doe.mass.edu/2021/DistrictReportcard/04500000>. Note that the Massachusetts Department of Elementary and Secondary Education did not issue school or district accountability determinations for the 2020-2021 school year, and 2021-22 accountability determinations have not been published yet.

Academic Program

During the 2021-22 school year, Hilltown maintained its core curriculum in reading, writing, and math; adapted curricula to meet the academic challenges resulting from the pandemic, and developed new curricula to better meet Social Studies Standards. The school maintained its tiered system of support and added supports for social-emotional wellness.

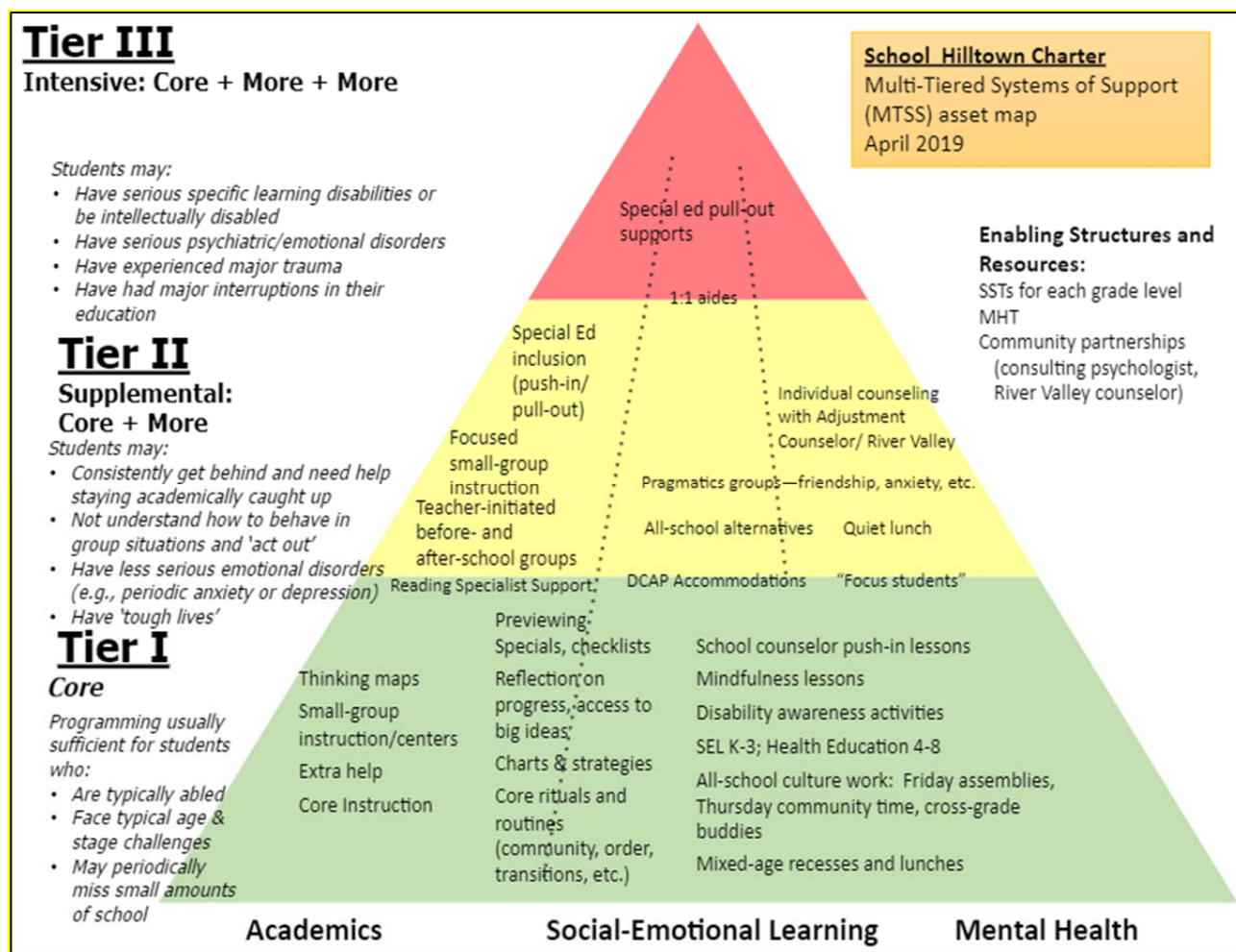
As in previous years, Hilltown used “Being a Reader” as our core reading curriculum in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In K-5, teachers used “Being a Writer” as our core writing curriculum, supplemented by independent book groups, lessons from the “Teachers’ College Writing Program”, spelling patterns from “Words Their Way”, and integrated writing assignments related to social studies and science projects. Integrated writing projects included research reports on countries of the world, biographies of leaders in the Underground Railroad movement, and observations of nature.

Hilltown has been using “Illustrative Math” in grades 6-8 for four years and began using IM for grades K-5 as a pilot during SY21-22; this was our first year of full implementation at the K-5 level. Teachers supplement math through resources including Math 180, 3-Act Math, Esti-Mysteries, and daily routines during morning meetings, ranging from “How many classmates are here?” to “What are all of the factors of the number of days we have been in school”

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, Facing History and Ourselves. K-5, these topics are called *major studies* and are hands-on, arts-integrated academic classes. All students participate in Atelier (art), Music & Movement, Health, and PE. Students in grades 6-8 take Spanish. New units were developed including Sugar and Slavery, Supreme Court Cases, Country Reports, Engineering and Human Body Systems.

We use multiple forms of assessment with our students. We administered the SAT10 for the second year in December 2021. Teachers continued to assess student learning using formative and summative assessments that included rubrics, benchmarks, and unit tests. Our math curriculum provided daily formative assessment, which was used to inform instruction. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess their progress. We used FastBridge, a universal screening tool, as needed, with plans to implement it across all grades in the fall.

Our supports for all students are outlined in our MTSS map:



School Accessibility during COVID-19

Hilltown opened fully in-person on September 1, 2021, and we remained fully open through the entire school year. We were able to minimize COVID-19 absences by masking through early March (when our Health and Safety team determined it was safe to unmask), weekly pool testing (our participation rate was over 90% for students and staff) and implementing the Test-and-Stay protocol early in the year. When students were absent for extended periods, teachers worked with students and families to keep up the work during their absence, or make up the work upon their return. Disruptions due to staff out for COVID-19 were greatly minimized by our structure of having a teaching assistant in each classroom. The assistants were able to provide consistency and continue to move the curriculum forward.

After School Support

In grades 6-8, students on IEPs are invited to receive after school support, supervised by a special education teacher, and implemented by that teacher or a special education teaching assistant. This service was available at no cost to students.

RTI

When students who are not on IEPs and 504s are identified by teachers as not meeting benchmarks (based on formative and summative assessments), the student support team recommends a specific

intervention to be implemented for 6-8 weeks. The intervention may be implemented by the classroom teacher, a teaching assistant, the reading specialist, a special education teacher, the occupational therapist, speech therapist, counselor, or other relevant staff. There is parent communication throughout the process. Goals are set, such as reading fluency will increase by 30 words per minute. Data is collected throughout the process. The team meets at the end of the intervention to review data and determine next steps.

Plan for accelerating learning during the 2021-2022 school year

Reading Intervention

Due to disruptions in the past two school years (2020 and 2021), many students, particularly in first and second grade, were not meeting reading benchmarks, based on FastBridge (a universal screening tool), as well as the benchmarks established by our “Being a Reader” curriculum at the beginning of the year. The reading specialist provided short term intervention for many students, using the “Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words” (SIPPS) program, a companion to “Being a Reader”. Many students reached grade level and were dismissed when they no longer needed the intervention. Other students were identified as having more significant reading needs and received specialized instruction, such as Orton-Gillingham, implemented by the special education teacher. Some fourth and fifth grade students had fluency and comprehension interventions, such as “Read Naturally”. Two thirds of students who received these interventions were dismissed when they reached grade level.

Summer School

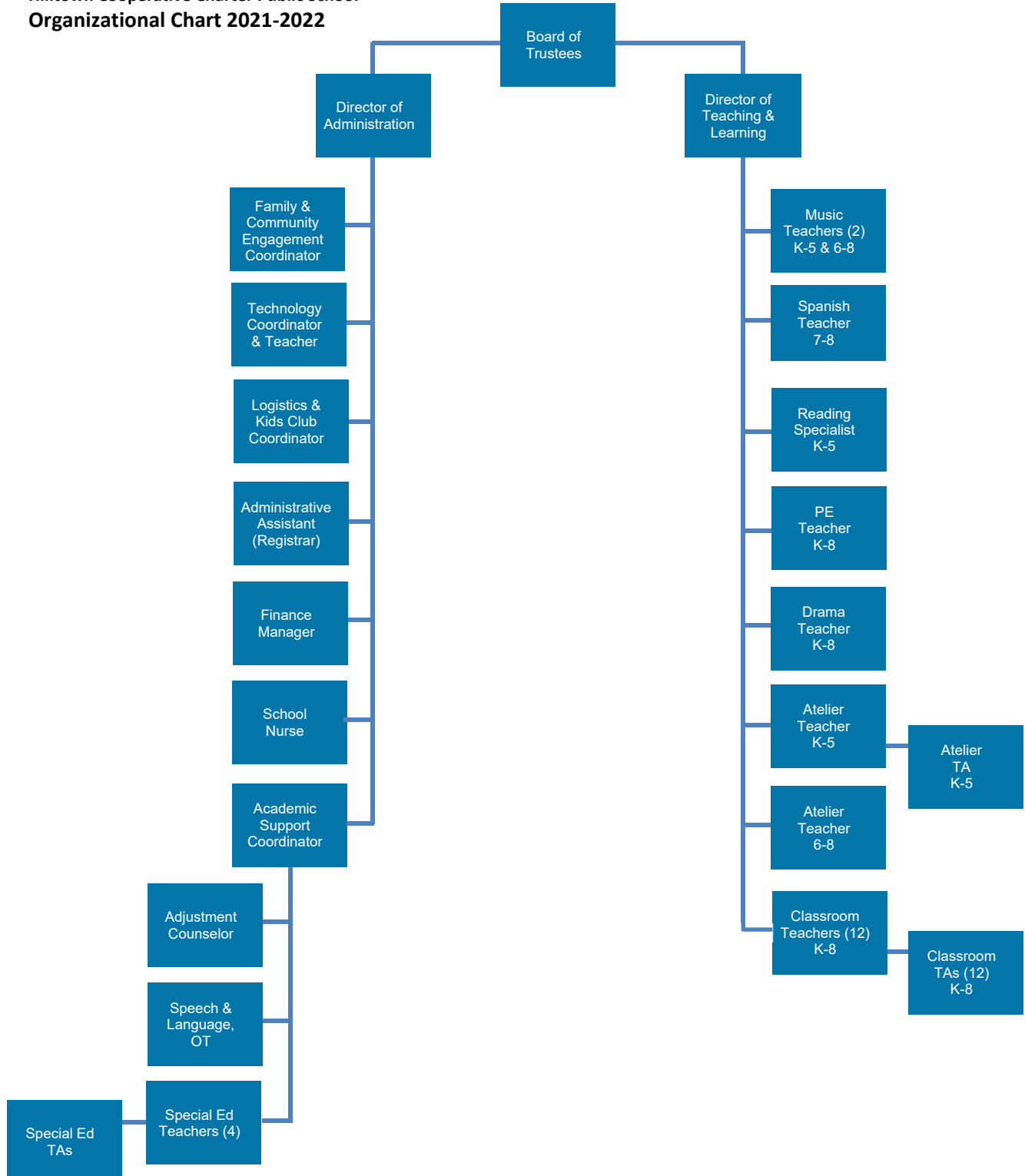
Students finishing kindergarten through second grade who were identified as being anywhere from slightly to significantly below grade level in reading, were invited to participate in a free, five week summer school program, implemented by teachers and teaching assistants from the school. Students receive daily reading instruction with the intention of closing gaps and bringing most students to grade level in reading. Summer school students also have daily math practice to prevent learning loss.

Organizational Viability

Organizational structure of the school

Hilltown is a single-school district, so no network or multi-campus organization is required. No major changes were made to our organizational structure in 2021-22. In the 2022-23 school year, we plan to add a Board Certified Behavior Analyst to our staff.

Hilltown Cooperative Charter Public School Organizational Chart 2021-2022



Budget and Finance

A Unaudited FY22 statement of revenues, expenses, and changes in net assets (income statement)

Hilltown Co-op Charter Public School**Unaudited FY22****Statement of Revenues, Expenses
and Changes in Net Position
July 2021 through June 2022****Operating Revenues**

| | |
|---------------------------------|------------------|
| Tuition | 3,296,392 |
| Government Grants | 214,459 |
| Private Grants | 6,330 |
| Medicaid & Other Reimbursements | 45,448 |
| After School Fees | 91,824 |
| Student Activity Fees | 26,974 |
| School Lunch Receipts | 25,497 |
| Total Operating Revenue | 3,706,924 |

Operating Expenses

| | |
|----------------------------------|------------------|
| Wages | 2,570,500 |
| Payroll Taxes | 93,588 |
| Fringe Benefits | 374,818 |
| Consulting & Contracted Services | 117,606 |
| Depreciation Expense | 107,375 |
| Dues & Subscriptions | 6,393 |
| Educational Supplies & Textbooks | 56,997 |
| Equipment | 7,955 |
| Food Services | 33,080 |
| Instructional Technology | 53,404 |
| Occupancy | 158,763 |
| Transportation & Field Trips | 6,517 |
| Other Operating Expense | 21,045 |
| Total Operating Expenses | 3,608,040 |

Operating Income (Loss)**98,884****Non Operating Revenues & (Expenses)**

| | |
|---|-----------------|
| Fundraising Income | 5,889 |
| Investment Income | 1,742 |
| Interest Expense | (90,099) |
| Legal Settlements | (5,000) |
| Fundraising Expense | 0 |
| Total Non-Operating Revenues (Net) | (87,468) |

Change in Net Position**11,416**

B Statement of net assets for FY22 (balance sheet)

**Hilltown Co-op Charter Public School
Unaudited Statement of Net Assets for FY22
(Balance Sheet)
As of June 30, 2022**

Assets

Current Assets

| | |
|-----------------------------|-------------------------|
| Cash | \$ 443,513 |
| Certificate of Deposit | 524,888 |
| Accounts Receivable | 32,050 |
| Prepaid Expense | 47,028 |
| Total Current Assets | <u>1,047,479</u> |

Non-Current Assets

| | |
|---------------------------------|-------------------------|
| Capital Assets | |
| Building (Net) | 2,913,191 |
| Land 1-3 Industrial Pkwy | 472,975 |
| Vehicles (Net) | 1,401 |
| Furniture and Equipment (Net) | 9,396 |
| Security Deposits | 6,653 |
| Total Non Current Assets | <u>3,403,616</u> |

| | |
|---------------------|----------------------------|
| Total Assets | \$ <u>4,451,096</u> |
|---------------------|----------------------------|

Liabilities & Net Position

Current Liabilities

| | |
|----------------------------------|-----------------------|
| Accounts Payable | \$ 47,283 |
| Accrued Wages Payable | 314,530 |
| Accrued Payroll Liability | 714 |
| Accrued Expenses | 8,320 |
| Deferred Revenue | 1,628 |
| Total Current Liabilities | <u>372,476</u> |

Long Term Liabilities

| | |
|------------------------------------|-------------------------|
| Note Payable - USDA | \$ 3,245,634 |
| Total Long Term Liabilities | <u>3,245,634</u> |

| | |
|--------------------------|----------------------------|
| Total Liabilities | \$ <u>3,618,109</u> |
|--------------------------|----------------------------|

Net Position

| | |
|------------------------------|-----------------------|
| Investment in Capital Assets | 151,330 |
| Unrestricted | 681,656 |
| Total Net Position | <u>832,986</u> |

| | |
|---|----------------------------|
| Total Liabilities and Net Position | \$ <u>4,451,096</u> |
|---|----------------------------|

Hilltown Co-operative Charter Public School

Approved FY23 Budget
Approved by Board of Trustees 06/08/2022

| | FY 23 |
|--|------------------|
| Operating Revenues | |
| Tuition | \$3,551,929 |
| Government Grants | 167,248 |
| Medicaid & Other Reimbursements | 11,500 |
| After School Fees | 85,100 |
| Student Activity Fees | 15,000 |
| School Lunch Receipts | 15,000 |
| Total Operating Revenue | 3,845,777 |
| Operating Expenses | |
| Salaries | 2,707,767 |
| Payroll Taxes | 98,794 |
| Fringe Benefits | 412,412 |
| Consulting & Contracted Services | 143,853 |
| Dues & Subscriptions | 10,656 |
| Educational Supplies & Textbooks | 48,150 |
| Equipment | 10,500 |
| Food Services | 26,000 |
| Instructional Technology | 23,000 |
| Occupancy | 196,518 |
| Transportation & Field Trips | 36,000 |
| Other Operating Expense | 56,300 |
| Total Operating Expenses | 3,769,950 |
| Operating Income (Loss) | 75,827 |
| Non Operating Revenues & (Expenses) | |
| Fundraising Income | 12,500 |
| Investment Income | 1,000 |
| Interest Expense | (88,527) |
| Fundraising Expense | (800) |
| Other Non-Operating Expense | |
| Total Non-Operating Revenues (Net) | (75,827) |
| Change in Net Position | \$0 |

| FY23 Enrollment Table | Number of students |
|---|---------------------------|
| Number of students pre-enrolled via March 15, 2022 submission | 218 |
| Number of students upon which FY23 budget tuition line is based | 218 |
| Number of expected students for FY23 first day of school | 218 |
| We generally budget conservatively, allowing for 5-10 less students than expected, in case there are unanticipated changes in enrollment. | |

FY23 Capital Plan:

At this time, Hilltown has a keypad access system that allows staff to enter the building by entering an assigned four digit code. The current system is stand-alone and does not allow remote monitoring or access logging. There is nothing to prevent codes being shared by outside vendors or students who have observed codes being entered.

Installation of access control system and IP video system (cameras installed externally to monitor the entrances) will occur in FY 23.

The installation is planned to occur in August 2022.

Goals to be achieved by a new access control system and IP video system:

- Improve building security
- Revoke or grant access to an individual or to groups of individuals
- Control who enters the building and when
- Monitor and track who enters the building and when
- Manage contractors access
- Increase ease of access for staff
- Allow staff to enter from more points (classroom doors)
- Prevent propping of doors when staff/students are outside for an activity
- Administrative access to system from anywhere

Projected cost of the project:

| | |
|-----------------------|-----------------|
| Access Control System | \$30,000 |
| IP Video System | \$18,000 |
| Total Cost | \$48,000 |

APPENDIX A

Accountability Plan Evidence 2021-2022

Faithfulness to Charter

| Measure | 2021-2022 Performance (Met/ 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: We plan to re-issue this year's annual satisfaction survey because, due to technical difficulties, the first round did not yield useful results. |
| 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 meetings, year-long cross-grade buddies, monthly mixed-age lunchroom assignments, and mixed-age mini-courses at least three times per year. | Not 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 mixed-age mini-courses. However, mixed-age mini-courses happened two times (not three times) and mixed-age lunchroom assignments did not happen. We were not able to meet this goal due to COVID-related restrictions. |
| 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. | Not Met | Evidence: This year, we held many of our traditional whole-school community events, including Solstice Celebration and "Link Families" for incoming families. Some community events such as Winter Fair, Music Festival, and Grandparents and Special Elders' Day were not possible due to COVID related restrictions. Approximately 70% 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: Hilltown's Integration Archive is available on our website and includes integration planning documents, reflections on learning, and project artifacts. |

| | | |
|---|--|--|
| Measure: Annually, 95% of K-8 students will share their artwork with the whole school (via All School [assembly] 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: Slideshows from the Atelier were shown in All School (our weekly whole-school assembly). Teachers and students 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 a personal area of interest. This will demonstrate research, writing, and presentation skill learned from the HCCPS experience. | Met | Evidence: Student rubric marks Papers written and photographs of student work See TABLE 1 for list of topics |
| 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. | Grades K-6: Not Met Grades 7-8: Met | Evidence: Course descriptions, class rosters. Due to the pandemic, our mini-courses were offered twice this year instead of three times due to concerns about mixing students during the height of the original Omicron wave in January. A wide range of courses were offered in both fall and spring, with 100% participation by all grade levels. See TABLE 2 for list of topics |
| Objective (for KDE 4): <i>Hilltown students will demonstrate proficiency on external and internal academic measures.</i> | | |
| Measure: 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. | Not Met | Evidence: We did not reach our goal for SAT10 scores. Factors that may have affected these scores include: <ul style="list-style-type: none"> • Pandemic related challenges • students' unfamiliarity with the format and content of this new assessment tool (we just switched from IOWAs to SAT10 in 2020-21) • technical difficulties in administering this new test See TABLE 3 for grade level reports |
| Measure: 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. | Met | Evidence: Reading and Writing assessments See TABLE 4 for full report |

| | | |
|---|---------|--|
| Measure: Annually, 80% of all students in grade 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. | Met | Evidence: Internally developed writing assessments aligned with grade level standards See TABLE 4 for full report |
| Measure: 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. | Met | Evidence: End of unit math tests See TABLE 4 for full reports |
| Measure: 100% of 8 th Grade students will achieve a passing score on the Grade 8 culminating project rubric. | Met | Evidence: 100% of students achieved a passing score on culminating project rubrics. |
| 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> | | |
| 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. | Met | Evidence: Board minutes indicate the decision-making mechanism used for each Board decision. Approved Board minutes are posted on the school's website. |
| Measure: Three 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. The Domain consists of the President and Vice President of the Board, as well as the three Directors of the school. | Not Met | Evidence: 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 monthly this school year, rather than bi-weekly, to accommodate staff and Teacher schedules during the pandemic. The measure of bi-monthly meetings will be reviewed at the August 2022 Domain Council meeting. |

Dissemination

| Measure | 2021-2022 Performance (Met/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: On January 8, 2022, our Administrators and Teachers hosted an Open House. Due to the COVID-19 pandemic, this year's Open House was held via Zoom. There were breakout rooms for each grade level that offered an opportunity for question and answer. The Academic Support Coordinator was available to answer questions as well. There was a Spanish language translator available. |
| Measure: The school will partner with an area college or university to develop a model program for training teachers. | Met | Evidence: In the 2021-2022 school year, we partnered with both Elms College and Westfield State University. We hosted early childhood and special education student teachers. We implemented the training protocol developed for our intern program which outlines best practices for both teachers and interns. Our interns and student teachers planned and implemented lessons using our integrated learning model and shared their experience in their college coursework. |
| Measure: The school will use its website to disseminate information on integration projects. One project per grade level band per year. | Met | Evidence: Each grade level band has an integrated project represented on our website. For example, one grade level band worked in small groups to learn about different types of extreme weather. They used their knowledge of extreme weather to create a "local weather report:" that they scripted, performed and recorded. |
| Measure: Annual evening workshop featuring key design element (e.g., building community in a K-8 school or arts-integrated curriculum projects). | Not Met | Evidence: COVID limited our ability to hold large, in person gatherings. When restrictions eased in the spring, we were able to hold our annual meeting in person, and incorporated student performances, both vocal and instrumental. |

TABLE 1: Eighth Grade Research Project Topics

| | |
|--|---------------------------------------|
| 3D vs 2D Animation | History of X Games |
| Anxiety in Teenagers | Homosexuality in Ancient Greece |
| Bread Baking in American Communities | Human and Animal Relationship |
| Challenges Faced by Refugees Coming to US | Malaria in Sub-Saharan Africa |
| Color Vision Deficiency | Male vs Female Gazes in Film |
| Comparison of Japanese and American Education | Methods Used in Search for Alien Life |
| Conspiracies Surrounding Kurt Cobain's Death | Period Poverty |
| Contemporary Racial School Segregation | PFAS Impact on Humans & Environment |
| Development of Microprocessors | Psychology of Cosplay |
| Disproportionate Impact of Juvenile Justice System on Minority Youth | Sexism in Dress Codes |
| Eating Disorders | Shark Finning |
| Effects of Fashion Industry Globalization | Soccer Statistics |
| Evolution of Electric Guitar Technology | Spread of Misinformation in Media |
| Gender Dysphoria | The Psychology of Serial Killers |
| History of LEGO | Unequal Pay in Soccer |

TABLE 2: Mini Course Offerings in 2021-22 *(Popular courses were offered multiple times)*

| | |
|--|-----------------------------------|
| Building Things | Marvelous Mobiles |
| Checkmate | Meditative Drawing and Coloring |
| Collage | Musical Adventures |
| Creative Writing! And Chocolate! | Nature Journaling |
| Dissection | Photography |
| Embroidered Wrist Cuffs | Practice for the School Musical |
| Fairies, Elves and Dwarfs Around the World | Schoolyard Enhancements |
| Forensics | STEM Challenges |
| Go- A Game of Patience and Strategy | Tabletop Role-Playing Games |
| GSA | The Great British Bake-Off |
| It's A Wrap! | The Magical World of Harry Potter |
| Latin American Rhythms | T-Shirt Upcycling |
| Learn to Speak Russian | Word Play |
| Let's Get Crafty! | Yoga and Meditation |
| Mad Hatters Unite! | |

TABLE 3: SAT10 Scores December, 2021 Grade 3-8

| Grade 3 | | | | | | National Grade Percentile Bands | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 20 | 52.1 | 631 | 47-5 | 48.6 | | | | | | | | |
| Word Study Skills | 20 | 13.7 | 627 | 35-4 | 41.9 | | | | | | | | |
| Reading Vocabulary | 20 | 15.7 | 637 | 54-5 | 52.2 | | | | | | | | |
| Reading Comprehension | 20 | 22.8 | 635 | 52-5 | 51.0 | | | | | | | | |
| Total Mathematics | 19 | 34.2 | 606 | 37-4 | 43.0 | | | | | | | | |
| Mathematics Problem Solving | 19 | 22.3 | 611 | 43-5 | 46.5 | | | | | | | | |
| Mathematics Procedures | 19 | 12.0 | 601 | 30-4 | 38.7 | | | | | | | | |
| Partial Battery | 19 | 87.8 | N/A | 45-5 | 47.3 | | | | | | | | |

| Grade 4 | | | | | | National Grade Percentile Bands | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 20 | 56.8 | 646 | 60-6 | 55.3 | | | | | | | | |
| Word Study Skills | 21 | 13.7 | 624 | 36-4 | 42.4 | | | | | | | | |
| Reading Vocabulary | 20 | 17.9 | 663 | 72-6 | 62.1 | | | | | | | | |
| Reading Comprehension | 21 | 25.3 | 657 | 69-6 | 60.7 | | | | | | | | |
| Total Mathematics | 22 | 39.8 | 624 | 52-5 | 50.9 | | | | | | | | |
| Mathematics Problem Solving | 22 | 25.7 | 634 | 60-6 | 55.2 | | | | | | | | |
| Mathematics Procedures | 22 | 14.1 | 612 | 38-4 | 43.7 | | | | | | | | |
| Partial Battery | 20 | 96.3 | N/A | 54-5 | 52.4 | | | | | | | | |

| Grade 5 | | | | | | National Grade Percentile Bands | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 18 | 56.6 | 664 | 65-6 | 58.4 | | | | | | | | |
| Word Study Skills | 18 | 15.5 | 660 | 56-5 | 53.4 | | | | | | | | |
| Reading Vocabulary | 19 | 18.5 | 690 | 78-7 | 66.1 | | | | | | | | |
| Reading Comprehension | 19 | 22.7 | 657 | 61-6 | 56.0 | | | | | | | | |
| Total Mathematics | 21 | 35.8 | 624 | 36-4 | 42.4 | | | | | | | | |
| Mathematics Problem Solving | 21 | 22.1 | 635 | 44-5 | 46.7 | | | | | | | | |
| Mathematics Procedures | 21 | 13.7 | 612 | 30-4 | 39.1 | | | | | | | | |
| Partial Battery | 19 | 91.2 | N/A | 53-5 | 51.8 | | | | | | | | |

| Grade 6 | | | | | | National Grade Percentile Bands | | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|--|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 31 | 39.4 | 677 | 69-6 | 60.4 | | | | | | | | | |
| Reading Vocabulary | 31 | 17.1 | 688 | 68-6 | 59.8 | | | | | | | | | |
| Reading Comprehension | 31 | 22.3 | 673 | 65-6 | 58.0 | | | | | | | | | |
| Total Mathematics | 31 | 34.9 | 652 | 46-5 | 47.7 | | | | | | | | | |
| Mathematics Problem Solving | 31 | 23.8 | 672 | 65-6 | 58.1 | | | | | | | | | |
| Mathematics Procedures | 32 | 11.0 | 630 | 22-3 | 34.0 | | | | | | | | | |
| Partial Battery | 30 | 75.0 | N/A | 57-5 | 53.5 | | | | | | | | | |
| | | | | | | | | | | | | | | |

| Grade 7 | | | | | | National Grade Percentile Bands | | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|--|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 28 | 41.9 | 699 | 74-6 | 63.3 | | | | | | | | | |
| Reading Vocabulary | 28 | 17.3 | 712 | 76-6 | 64.8 | | | | | | | | | |
| Reading Comprehension | 29 | 24.0 | 687 | 66-6 | 58.9 | | | | | | | | | |
| Total Mathematics | 29 | 33.3 | 660 | 41-5 | 45.0 | | | | | | | | | |
| Mathematics Problem Solving | 29 | 21.8 | 669 | 53-5 | 51.8 | | | | | | | | | |
| Mathematics Procedures | 29 | 11.5 | 651 | 29-4 | 38.2 | | | | | | | | | |
| Partial Battery | 28 | 73.6 | N/A | 54-5 | 52.4 | | | | | | | | | |
| | | | | | | | | | | | | | | |

| Grade 8 | | | | | | National Grade Percentile Bands | | | | | | | | |
|-----------------------------|---------------|---------------------|-------------------|--------------------------|-------------------|---------------------------------|--|---|----|----|----|----|----|----|
| Subtests and Totals | Number Tested | Mean Number Correct | Mean Scaled Score | National Individual PR-S | Mean National NCE | | | 1 | 10 | 30 | 50 | 70 | 90 | 99 |
| Total Reading | 30 | 41.2 | 708 | 76-6 | 65.0 | | | | | | | | | |
| Reading Vocabulary | 30 | 17.6 | 731 | 78-7 | 66.4 | | | | | | | | | |
| Reading Comprehension | 30 | 23.5 | 695 | 69-6 | 60.2 | | | | | | | | | |
| Total Mathematics | 29 | 30.2 | 676 | 42-5 | 45.8 | | | | | | | | | |
| Mathematics Problem Solving | 31 | 19.5 | 684 | 54-5 | 52.2 | | | | | | | | | |
| Mathematics Procedures | 29 | 10.7 | 664 | 28-4 | 38.0 | | | | | | | | | |
| Partial Battery | 29 | 71.5 | N/A | 58-5 | 54.3 | | | | | | | | | |
| | | | | | | | | | | | | | | |

TABLE 4: Internal Assessments in Reading, Writing, and Mathematics, 2021-22

| Hilltown Reading Assessment Results, K-3 Fall 2021- Spring 2022 | | |
|--|------------------------|---|
| Level (1 level = 4 pts, HCCPS Rubric) | Percentage of Students | Does the group demonstrating proficiency reflect the demographics of our student body? |
| Gained less than 1 level of progress | 11% | 89% of all K-3 students gained one or more levels of reading proficiency this year and 85% of K-3 students who identify as mixed race and non-white gained one or more levels of reading proficiency this year. 89% of all K-3 students gained one or more levels of reading proficiency this year and 81% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year. |
| Gained one level of progress | 53% | |
| Gained two or more levels of progress | 36% | |
| Hilltown Writing Assessment Results, K-3 Fall 2021-Spring 2022 | | |
| Level (1 Level = 1 Grade Level) | Percentage of Students | Does the group demonstrating proficiency reflect the demographics of our student body? |
| No Gain | 7% | 93% of K-3 students gained one or more levels of proficiency in writing this year and 95% of K-3 students who identify as mixed-race and non-white gained one or more levels of proficiency in writing this year. 93% of K-3 students gained one or more levels of proficiency in writing this year and 95% of K-3 students who are economically disadvantaged gained one or more levels of reading proficiency this year. |
| One Level Gain | 41% | |
| Two or More Level Gains | 52% | |
| Hilltown Writing Assessment Results, 4-8 Spring 2022 | | |
| Proficiency Level (internal rubric, standards aligned) | Percentage of Students | Does the group demonstrating proficiency reflect the demographics of our student body? |
| Beginning | 4% | 80% of 4-8 graders were proficient in grade level writing and 88% of 4-8 students who identify as mixed-race and non-white were proficient in grade-level writing this year. 80% of 4-8 graders were proficient in grade level writing and 80% of 4-8 students who are economically disadvantaged were proficient in grade-level writing this year. |
| Developing | 16% | |
| Proficient | 55% | |
| Advanced | 25% | |
| Hilltown Mathematics Assessment Results, K-8 Spring 2022 | | |
| Proficiency Level: end of unit math tests (Proficiency= 75%) | Percentage of Students | Does the group demonstrating proficiency reflect the demographics of our student body? |
| Less than 75 % | 8% | 92% of K-8 students were proficient in grade level math this year and 92% of K-8 students who identify as mixed-race and non-white were proficient in grade-level math this year. |
| 75-90% | 43% | |
| 90-100% | 49% | 92% of K-8 students were proficient in grade level math this year and 89% of K-8 students who are economically disadvantaged were proficient in grade-level math this year. |

APPENDIX B

Charter School Recruitment and Retention Plan

Hilltown Cooperative Charter Public School

Recruitment Plan 2022-2023

2021-2022 Implementation Summary

Data shows that there is continued strong interest in applying for admission to Hilltown. For the 2021-2022 school year, we received 276 applications for 41 openings. For the 2022-23 school year, so far we have received 274 applications for 35 anticipated openings.

We continue to target specific local institutions to reach target populations where our school fell below GNT and CI percentages. We were not able to host an in-person Open House at our school in January due to COVID restrictions. Instead, we held a Zoom Informational session that we advertised widely to our specific populations. We made a great effort to distribute invitations to our virtual Information Session to local agencies that support immigrant and low income/economically disadvantaged families.

Another challenge with recruitment continues to be the fact that, in accordance with common practice among other schools of choice in the area, 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 2021-2022, 16 of our 41 new students were siblings of students already enrolled.

In 2021-2022, we had 71 applicants for 20 spots available in Kindergarten (our biggest entry point) with 10 grade K spots filled by siblings, and 28 sixth grade applicants for 11 spots with two spots filled by siblings. For 2022-2023, we anticipate that 9 of our 35 new students will be siblings of students already enrolled. So far we have 77 applicants for 20 spots available in Kindergarten with seven grade K spots likely to be filled by siblings, and 33 sixth grade applicants for 11 spots with two spots likely to be filled by siblings.

General Recruitment Activities for 2022-2023

We are eager to take on the general recruitment activities for the 2022-2023 school year.

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 – 2022-2023 Strategies Including strategies for recruitment activities for specified demographic groups | |
|---|---|
| Special education students/students with disabilities | |
| (a) CHART data School percentage: 14.3% GNT percentage: 14.1% CI percentage: 14.1% Hilltown is <u>above</u> GNT percentages and <u>above</u> CI percentages | (b) Continued 2021-2022 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) 2022-2023 Additional Strategy(ies), if needed None needed at this time. |
| | |
| Limited English-proficient students/English learners | |
| (a) CHART data School percentage: 0% | (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 |

| | |
|--|---|
| <p>GNT percentage: 1.4%</p> <p>CI percentage: 1.5%</p> <p>Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <ul style="list-style-type: none"> ● 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 <p>(c) 2022-2023 Additional Strategy(ies), if 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>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p> | |
| <p>(a) CHART data</p> <p>School percentage: 19.4%</p> <p>GNT percentage: 23.4%</p> <p>CI percentage: 33.4%</p> <p>Hilltown is <u>below</u> GNT percentages and <u>below</u> CI percentages</p> | <p>(b) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● Outreach at local WIC and SNAP sites, Goodwill and Salvation Army stores ● Brochures and applications made 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 ● In 2019-2020, we changed the format of the Admissions Open House: instead of a weekday evening session, we held the event on a Saturday afternoon. The intent was to make the event more available to working families, to offer an Open House experience with all teachers present, and offer an Open House equally geared to parents and children. <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Did not meet 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, laundry mats ● 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> |

| | |
|---|--|
| <u>Students who are sub-proficient</u> | <p style="text-align: center;">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> ● Use our Teacher/TA model to effectively provide targeted tier one and two supports within our general curriculum classrooms ● Provide additional small group and individual support, through our Student Support teachers for students who enter behind grade-level and-or struggle to make academic progress ● Through our Student Support Teams, develop support 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 style="text-align: center;">(e) Continued 2021-2022 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 2023-2023

2021-2022 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.

In the 2021-2022 school year, we were able to offer the daily non-academic after-school program again (it was not offered in 2020-2021 due to pandemic restrictions). Family engagement opportunities started to resume as well; parents were allowed to come in and out of the building as they usually would prior to March 2019, and we were able to have a meeting of the Cooperative, inviting all families, in person at the end of the school year.

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 OT and speech therapists. Fortunately, our student attrition level has consistently been quite low. Our 2021-2022 attrition report showed a school-wide attrition rate of 4.8%. 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 – 2022-2023 Strategies Strategies for retention activities for various demographic groups. | |
|--|--|
| Special education students/students with disabilities | |
| <p>School percentage: 3.6%</p> <p>Third Quartile: 12.5%</p> <p>Hilltown's attrition rate is <u>below</u> third quartile percentages.</p> | <p>Special education students/students with disabilities</p> <p>(b) Continued 2021-2022 Strategies</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 ● Child study process for early intervention on a pre-special education evaluation basis ● Teaching assistants in all classrooms |
| | <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>Not applicable</p> |
| | |
| Limited English-proficient students/English learners Limited English-proficient students | |
| <p>School percentage: 0</p> <p>Third Quartile: 12.5%</p> <p>Hilltown's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● 3x/week after school homework club ● Daily non-academic after- school program |
| | <p>(c) 2022-2023 Additional Strategy(ies), if needed</p> <p>No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p> |
| | |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p>School percentage: 6.7%</p> <p>Third Quartile: 15.5%</p> <p>Hilltown's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2021-2022 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <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 program |
| | <p>(c) 2023-2023 Additional Strategy(ies), if needed</p> <p>None needed</p> |
| | |
| <p><u>Students who are sub-proficient</u></p> | <p>(d) Continued 2021-2022 Strategies</p> <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 ● Frequent parent conferences |
| | <p>(e) 2023-2023 Additional Strategy(ies), if needed</p> <p>None needed</p> |
| | |

| | |
|---|---|
| <u>Students at risk of dropping out of school</u> | (f) Continued 2021-2022 Strategies <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed ● 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 |
| | (g) 2022-2023 Additional Strategy(ies), if needed None needed |

APPENDIX C

School and Student Data Tables

Our student demographic information can be found in our district profile on the DESE website at:
<https://profiles.doe.mass.edu/general/general.aspx?topNavId=1&leftNavId=100&orgcode=04500000&orgtypecode=5>

| STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR | |
|---|---------------|
| Race/Ethnicity | % of Students |
| African American | 0% |
| Asian | 2.8% |
| Hispanic | 2.3% |
| Native American | 0% |
| White | 82.0 |
| Native Hawaiian, Pacific Islander | 0% |
| Multi-race, non-Hispanic | 12.9% |
| Selected Populations | % of Students |
| First Language not English | 0.9% |
| English Language Learner | 0% |
| Students with Disabilities | 14.3% |
| High Needs | 26.7% |
| Economically Disadvantaged | 19.4% |

| ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR | | | |
|--|---|------------|---|
| Name, Title | Brief Job Description | Start date | End date (if no longer employed at the school) |
| 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 |
| Lara Ramsey Director of Teaching and Learning | Responsible for student support services including discipline, supervision of teaching staff, curriculum development, education policy and implementation | 7/2017 | 06/30/2022 |
| Rashida Krigger Community and Family Engagement Coordinator | Responsible for parent /community volunteers, community service learning program, community events planning, online presence, supervision of development activities | 8/2021 | NA |

| TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR | | | | |
|---|---|--|---|--|
| | Number as of the last day of the 2021-2022 school year | Departures during the 2021-2022 school year | Departures at the end of the 2021-2022 school year | Reason(s) for Departure |
| Teachers | 23 | 1 | 4 | 3 retired; 2 found other employment outside education |
| Other Staff | 31 | 3 | 4 | 1 retired; 2 found other employment in education; 3 found other employment outside education; 1 district discharge |

| BOARD AND COMMITTEE INFORMATION | |
|--|----|
| Number of commissioner approved board members as of August 1, 2022 | 11 |
| Minimum number of board members in approved bylaws | 6 |
| Maximum number of board members in approved bylaws | 15 |

| BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR | | | | |
|--|------------------------------|---|---------------------|---|
| Name | Position on the Board | Committee affiliation(s) | Terms served | Length of each term (start and end date) |
| Tala Elia | Parent | Personnel | 1 | 11/03/2020-7/30/2023 |
| Katharine Ewall | Parent | Personnel | 1 | 7/01/2021-6/30/2024 |
| Kathleen Szegda | Vice-President, Parent | Domain Council, JEDI Committee | 1 | 7/01/2020-6/30/2023 |
| Kathleen Hulton | Parent | LRP Committee | 1 | 7/01/2021-6/30/2024 |
| Dawn Reesman | Parent | Chair, Personnel Committee | 2 | 7/01/2021-9/01/21 |
| Emily Boddy | Parent | GABS | 1 | 7/01/2021-6/30/2024 |
| Matthew Dube | President, Parent | Domain Council | 2 | 7/01/2021-6/30/2024 |
| Joseph Wyman | Parent | Chair, Facilities Committee, JEDI Committee | 2 | 7/01/2021-6/30/2024 |
| Sara Schieffelin | Clerk, Parent | Chair, GABS Committee Personnel Committee | 1 | 7/01/2021-6/30/2024 |
| Daniel Klatz | Community Member | LRP Committee | 1 | 7/01/2021-6/30/2023 |
| Richard Senecal | Treasurer, Parent | Chair, Finance Committee | 1 | 7/1/2019- 6/30/2023 |
| Chris Korczak | Parent | Facilities Committee | 1 | 8/28/2020-8/30/2023 |
| Marguerite Durant | Staff | LRP Committee | 1 | 7/01/2021-6/30/2023 |

| BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR | |
|--|---|
| Date/Time | Location (*all with an option to join by Zoom as needed) |
| July 13, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| August 10, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| September 14, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| October 12, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| November 9, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| December 14, 2022- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| January 11, 2023- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| February 8, 2023- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| March 8, 2023- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| April 12, 2023- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |
| May 10, 2023- 6:30 pm | HCCPS, 1 Industrial Parkway, Easthampton, MA |

| COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR | | |
|--|--|-----------------|
| Name of Committee | Date/Time of Meetings | Location |
| Domain Council | Every other week on Wednesdays, 4 pm | HCCPS |
| Facilities Committee | Meets on as needed basis; no set schedule at this time | Zoom |
| Finance Committee | Generally every first Wednesday of each month, 8:30 am | Zoom |
| GABS | Generally every second Tuesday at 11:00am | Zoom |
| Personnel Committee | Generally every fourth Wednesday of each month, 7:30am | Zoom |
| Long Range Planning Committee | Once a month - Tuesday 5:30 pm | Zoom |
| Justice, Equity, Diversity and Inclusion Committee | Once a month - Monday 12 pm | Zoom |

APPENDIX D

Additional Required Information

Key Leadership Changes for 2022-23

| Position | Name | Email Address | No Change/ New/Open Position |
|--|-------------------|--------------------------------|------------------------------------|
| Board of Trustees Chairperson | Kathleen Szegda | kszegda@hilltowncharter.org | New |
| Charter School Leader | Kate Saccento | ksaccento@hilltownccharter.org | No Change |
| Assistant Charter School Leader | Laura Davis | ldavis@hilltowncharter.org | New |
| Special Education Director | Cait Browne | cbrowne@hilltowncharter.org | No Change |
| MCAS Test Coordinator | Laura Davis | ldavis@hilltowncharter.org | New |
| SIMS Coordinator | Monique Bourgeois | mbourgeois@hilltowncharter.org | No Change |
| English Learner Program Director | Cait Browne | cbrowne@hilltowncharter.org | No Change |
| School Business Official | Kate Saccento | ksaccento@hilltownccharter.org | No Change |
| SIMS Contact | Monique Bourgeois | mbourgeois@hilltowncharter.org | No Change |
| Family and Community Engagement Coordinator | Rashida Krigger | rkrigger@hilltowncharter.org | No Change |
| Admissions and Enrollment | Kate Saccento | ksaccento@hilltownccharter.org | No Change |

Facilities

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

Enrollment

| Action | 2022-2023 School Year Date(s) |
|------------------------------|-------------------------------|
| Student Application Deadline | February 8, 2023 |
| Lottery | February 9, 2023 |

APPENDIX E

Conditions, Complaints and Attachments

A. Conditions: Not applicable.

Hilltown has not been placed on any conditions—either with or without a designation of probationary status—by the Commissioner or the Board of Elementary and Secondary Education.

B. Complaints

The Hilltown Board of Trustees received one grievance regarding how a bullying investigation was conducted by an administrator.

The Board President and Vice President responded to the grievance by following the school's grievance procedure outlined in the family handbook. The aggrieved party declined the first level of the response, which would have included meeting with the administrator. The Board Vice President then moved to level two and met with the other Domain Administrator and the aggrieved.

In conclusion, the Board President responded with the following:

- The administrator confirmed that the bullying investigation was conducted according to proper school processes and procedures and detailed documentation was recorded.
- Upon learning of the complainant's dissatisfaction with the initial bullying investigation and claims of bias, an outside agency was brought in at the school's expense to conduct an independent investigation.
- In addition to its findings relative to the underlying bullying, the independent agency confirmed that the Director "completed a very thorough investigation regarding the bullying complaint filed by the caregiver."

Hilltown received two Problem Resolution System (PRS) complaints in the 2021-2022 school year.

One complaint was regarding the above mentioned bullying investigation. The PRS Office at the Department of Elementary and Secondary Education found that Hilltown was in compliance with the investigation. However, Hilltown was found out of compliance because the school's plan had not been reviewed biennially. In addition, feedback regarding the school's bullying prevention and intervention plan was provided by the PRS Office. Hilltown has since reviewed and revised its plan to include the feedback provided, and the Board of Trustees' has approved the revisions for the 2022-23 school year.

The second complaint was regarding the communications around a student's 504 plan, TEAM notices, and alleged noncompliance around 603 CMR 28.04(5)(f). Hilltown submitted a response to PRS by the required deadline and is currently waiting for review and determination by the PRS Office.

C. Attachments: None