



Baystate Academy

Charter Public School

2023-2024 ANNUAL REPORT

August 1, 2024

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Baystate Academy Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Springfield
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) Renewed (if applicable)	2018, 2023
Maximum Enrollment	560	Enrollment for 2023-24¹	414
Chartered Grade Span	6-12	Grade Span for 2023-24	6-12
Number of Instructional Days per School Year (as stated in the charter)	183	Students on Waitlist for 2024-25²	0
Number of Instructional Days during the 2023-24 School Year	183		
School Hours	M-Th 8:00 a.m. – 2:30 p.m. F 8:00 a.m. – 1:30 p.m.	Age of School in 2023-24	11 Years
Mission Statement:			
<i>Baystate Academy Charter Public School is a college preparatory school that provides challenging academic standards in professional health career settings in order to prepare 6th -12th grade students in Springfield to be inspired leaders in the 21st century workforce.</i>			

FAITHFULNESS TO CHARTER

MISSION AND KEY DESIGN ELEMENTS

Baystate Academy educational design is based on the EL Education (formally known as Expeditionary Learning) model. We have taken aggressive steps to complete the full implementation of the EL model. Our focus as a college preparatory school is to prepare students to matriculate through college in pursuit of a career in healthcare or health sciences.

College and Career Readiness

A college-focused culture is visibly present in our school, and includes posted college banners in the entrance, and the organization of student cohorts by college names. Our 8th and 9th graders created a list of their preferred colleges. This included the completion of a report on the rationale for choosing those colleges and what's required of the students for enrollment. Students across all grades also participated in class trips to colleges. The schools visited were: Springfield College, UMass-Amherst, Elms College, Worcester State College, Boston University, UConn, Western New England University and Tufts. Baystate Academy has developed a number of partnerships with local colleges including UMass Amherst, Mt. Holyoke College, Springfield College, American International College, Holyoke Community College and Springfield Technical Community College. These partnerships will ensure students have access to university resources including classroom instruction and use of medical laboratories. We also taught a college and career readiness course to students.

Our definition of college preparation is that no student will have to take a remedial course in college. As a result, we implemented double mathematics and English Language Arts blocks in the middle school and a double science block for the high school. Our senior class demonstrated resiliency as 100% of the graduating 2024 class were accepted into a two- or four-year college. 33% of our graduates are pursuing higher education in the field of health sciences.

Immersion in Healthcare Careers

We continue to increase our focus in the indoctrination of Healthcare Careers to students. A major element of this indoctrination was through our school's Case Studies and Learning Expeditions (one per grade level per year) that primarily have a healthcare or health related focus. Learning expeditions are the signature EL Education curricular structure. These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. They involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of nonfictional text. Learning expeditions take multiple, powerful elements of the EL model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning, and a culminating event featuring high-quality student work.

Health Sciences

We introduce students to healthcare through Project Lead the Way (PLTW), which provides a STEM-based curriculum that gives students the opportunity to play the role of a biomedical professional. PLTW is a [not-for-profit](#) organization that develops [STEM](#) curricula for use by elementary, middle, and high schools. Through PLTW, students are able to investigate and study the concepts of human medicine, physiology, genetics, microbiology and public health. This program is a four-course sequence that prepares students to continue their studies through post-secondary education and careers. PLTW provides students with an opportunity to graduate from High School with college credit for completion of their Advanced Placement (AP) courses. Students who have successfully passed at least three exams (one AP exam, one PLTW exam, and another AP or PLTW exam) are eligible to receive the AP + PLTW Student Recognition in [Biomedical Sciences](#).

15 students enrolled in the **Baystate Springfield Educational Partnership**, (BSEP) program, a health career pathway program that introduces students to workplace-based experiences at Baystate Medical Center. BSEP guides students through experiences in health care careers by providing hospital-based learning experiences to explore different careers and engage in observations. We also have relationships with the Hispanic Nurses' Association and the MassHire Hampden County Workforce Board.

Lastly, students take required courses in Health Careers Exploration and Public Health to round out their understanding of the array of health careers available and health related concepts and issues to explore in their post-secondary endeavors.

Student Character Development

Character and life habits are essential to being successful in college and, subsequently, in life. Our students' focused on essential skills such as (1) Team building/Collaboration, (2) Empathy/Compassion (3) Responsibility and (4) Wellness. These habits are developed through a variety of school structures, rituals, traditions, and ceremonies.

The school has implemented the cultural and character aspects of EL. Each class spends a week in the beginning of the year reviewing school wide and classroom specific expectations that are posted in classrooms. A major focus to implementing the EL model is our focus on student character building. Through our Habits of Scholarship (HOS), students are graded on the 5 qualities of HOS: Readiness, Respect, Perseverance, Collaboration and Integrity. These habits are operationalized in the following "I can" statements respectively: I can come to class ready to learn; I can actively and respectfully participate in class; I can assess and revise my work; I can contribute to the success of group work; and I can complete daily homework. For each of these HOS's, there is an accompanying rubric that outlines how students should perform and be graded. The HOS habits and rubric are posted in the school hallways and classrooms. Teachers incorporate these habits into their daily lesson plans.

As an EL Education school, culture is planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become CREW, not passengers. CREW is a required, credit-based class for all middle and high school students. It meets four times a week with opportunities to expand this time within the flexible block schedule as needs arise. CREW class size does not exceed 13 students, which promotes a deep sense of community and belonging.

EL Education (formally known as Expeditionary Learning)

We continue to further implement all aspects of the EL educational model. Aspects of the model include the curriculum, specific instructional practices, cultural and character components, assessment, and characteristics of administrators. The EL model curriculum is built on cross curricular learning expeditions, case studies, projects, fieldwork, service learning, original research, critical thinking, problem solving, and character building.

We define achievement as mastery of complex academic content and rigorous preparation for college. It also includes the creation of complex, authentic work and meaningful contributions to society. We measure our work through the lens of three dimensions of student achievement:

- **Student Mastery of Knowledge and Skills** as measured by student performance on MCAS.
- **High Quality Student Work** as measured by evidence drawn from an annual Quality Work Protocol focused on attributes of complexity, craftsmanship and authenticity.
- **Student Character** as measured by evidence of student data showing growth over time in essential character habits such as collaboration, effort and responsibility.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
	N/A	

ACCESS AND EQUITY STUDENT DEMOGRAPHIC INFORMATION

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35020000&orgtypecode=5&>

Enrollment by Race/Ethnicity (2023-24)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	24.4
Asian	.7
Hispanic	70.0
Native American	0
White	3.1
Native Hawaiian, Pacific Islander	.7
Multi-Race, Non-Hispanic	1.0

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35020000&orgtypecode=5&leftNavId=305&>

Selected Populations (2023-24)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	23.7
English Language Learner	11.8
Low-income	80.4
Students with Disabilities	23.2
High Needs	87.2

2022-23 Student Discipline Data Report

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	427	121	1.6	27.9	0
English Learner	38	14	0	36.8	0
Economically Disadvantaged	369	110	1.9	29.3	0
Students with Disabilities	95	39	1.1	40.0	0
High Needs	385	119	1.8	30.4	0
Female	195	46	2.1	23.1	0
Male	232	75	1.3	31.9	0
American Indian or Alaska Native	0	0	0	0	0
Asian	2	0	0	0	0
African American/Black	124	45	1.6	35.5	0
Hispanic/Latino	275	69	1.8	24.7	0
Multi-race, Non-Hispanic/Latino	4	0	0	0	0
Native Hawaiian or Pacific Islander	3	0	0	0	0
White	19	6	0	31.6	0

Baystate Academy understands that all students come to school with various needs, challenges, and obstacles. A comprehensive review of the *Baystate Academy Code of Conduct* was conducted to remove the use of suspensions and office referrals for lower-level offenses. The team identified inclusive practices that would replace punitive consequences. These practices included restorative conversations, de-escalation strategies, tier behavior supports, school-wide classroom discipline practices, weekly community meetings to review school-wide expectations, cool down spaces, and targeted behavior group sessions with guidance counselors.

Our change idea was to implement a Restorative Justice model which was designed to train students on how to manage their behavior and emotions and train teachers on how to improve their practice in the classroom to de-escalate situations before they turn into a major issue

- Teachers were introduced to our Restorative Justice model during our pre-school professional development. We introduced the model to our students during the first 4-5 weeks at the beginning of the school year.

- We also reinforced our focus on our Crew (advisory) model, starting with professional development for staff during our pre-school training. Students were re-introduced to our Crew model for the first 4-5 weeks at the beginning of the school year.
- We will also provided professional development during our pre-school and year-long professional development on our Restorative Response to Disruptive Behavior. This training for staff is designed to articulate which level of disruptive behavior should be addressed in the classroom vs being handled by the administration. There is a clearing defined set of behaviors and consequences outlined to guide teacher in their decision-making process.
- Teachers worked with our Management in the Classroom (MAC) coach on classroom behavior management actions to reduce the number of referrals for disciplinary actions.
- We were among a cohort of school in the DESE sponsored Rethinking Discipline initiative. We developed a strategy and established goals for identifying the challenges we faced with respect to a high suspension rate and developed a challenge statement that identified the causal factor for our high suspension rate. This initiative will continue into 2024-2025.

DISSEMINATION

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual and/or name of the school or district as applicable)	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
<p>Support individual schools to diagnose issues/drivers contributing to the current Project Lead the Way (PLTW) enrollment; develop a set of "best"/most likely options to increase PLTW enrollment; and deploy implementation plans at each school to drive increased PLTW enrollment in SY24-25.</p>	<p>Schools engaged in three types of work between October and January.</p> <ul style="list-style-type: none"> ● Four 2-hour Cohort Meetings via Zoom the week of October 30th, November 13th, December 4th, and January 8th (<i>Mondays 2-4pm OR Tuesdays 2-4pm</i>) ● Independent assignments between meetings focused on diagnosing and developing a set of "best" most likely options for your context. ● 30-minute check-in call with the cohort facilitator between meetings to 	<p>Jennifer LaForest – Instructional Coach</p>	<p><u>Saman Abbas</u> Malden Catholic high school STEM Director</p> <p><u>Karen Ares</u> Bellingham High School Career Pathways Coordinator</p> <p><u>Nancy Kiernan Bell</u> Chelmsford High School CS Teacher</p> <p><u>Jared Bollinger</u> Millbury Jr/Sr High School Science Teacher</p> <p><u>James Burke</u> Somerset Berkley Regional High School DL/CS Teacher</p> <p><u>Linda Cartier</u> Bellingham Public Schools</p>	<p>Developed a series of strategies to increase student participation in PLTW courses and provide pathways for schools to implement a program in their school.</p>

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Identify the title of the individual and/or name of the school or district as applicable)	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
	discuss independent work and troubleshoot issues as they arise		Technology Teacher, Math, Business ,Technology Department <u>Mary Cotillo</u> F.W. Hartnett Middle School Principal <u>John Crescitelli</u> John F. Kennedy Middle School Educational Technologist <u>Marilyn Sweeney</u> Chelmsford Public Schools K-12 Technology/Engineering Coordinator	

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

<https://reportcards.doe.mass.edu/2023/35020405>.

2023 School Report Card

A. Assessment Data

We administer the NWEA MAP on-line assessment to all grade levels, 6th-12th, in Reading, Math and Science three times a year. We use the results to gauge where students are with respect to growth in those content areas. We discontinued the use of iReady in an attempt to simplify our assessments and have a singular focus with NWEA MAP.

B. Performance Summary

NWEA MAP Assessment

	Achievement Proficiency				Growth	
	Fall	Spring	Fall to Spring change	%		
Math	Grades	%	%	Change	%	
	6-12	25%	28%	3%	12.0%	55%
	6	25%	18%	-7%	-28.0%	22%
	7	15%	23%	8%	53.3%	74%
	8	14%	19%	5%	35.7%	65%
	9	27%	30%	3%	11.1%	57%
	10	35%	38%	3%	8.6%	52%
	11	37%	46%	9%	24.3%	56%
ELA	6-12	28%	28%	0%	0.0%	52%
	6	31%	17%	-14%	-45.2%	11%
	7	21%	24%	3%	14.3%	48%
	8	21%	26%	5%	23.8%	59%
	9	30%	33%	3%	10.0%	50%
	10	24%	33%	9%	37.5%	69%
	11	36%	46%	10%	27.8%	70%
Science	6-12	35%	33%	-2%	-5.7%	36%
	6	34%	30%	-4%	-11.8%	27%
	7	36%	36%	0%	0.0%	32%
	8	28%	17%	-11%	-39.3%	30%
	9	38%	41%	3%	7.9%	56%
	10	37%	34%	-3%	-8.1%	49%

Math Results:

- With the exception of the 6th grade, our middle school students showed improvement in proficiency and growth from the fall to spring assessments.
- The 6th grade showed a decline in proficiency but did demonstrate growth.
- High school students showed a moderate gain in proficiency but a marked improvement in growth.

ELA Results:

- With the exception of the 6th grade, our middle school students showed improvement in proficiency and growth from the fall to spring assessments.
- The 6th grade showed a significant decline in proficiency but did demonstrate growth.
- High school students showed a gain in proficiency but a marked improvement in growth.

Science Results:

- Middle school students showed a decline in proficiency but did show a growth improvement.
- High school students had mixed results relative to proficiency but did show a growth improvement.

PROGRAM DELIVERY

Academic Program

Instruction:

Instructional priorities for the 2023- 2024 were guided by our integrated strategic plan. The strategic plan was designed in conjunction with our educational partners EL Education and SchoolWorks. This plan includes overarching goals that guide instructional practices, benchmarks to monitor progress and action steps aligned with school-wide goals. This plan is reviewed quarterly through the examination of student data, student work samples and teacher observation data. Our strategic plan in instruction focuses on three major areas: instructional planning, instructional delivery, and assessment practices. Goals and measurable outcomes are reviewed through data cycles by the Instructional Coaching team.

To maximize teacher-directed instructional time across operational levels and staffing structures, a comprehensive schedule was implemented to maximize instructional minutes in all content areas. Students were provided with 63 minutes of instruction for all core and specials classes. The instructional schedule included 63 minutes of academic support and intervention for students in grades 6th-8th to assist with learning loss and opportunities. The designated intervention schedule focused on mathematics and English language arts. Universal academic support was provided using Khan Academy, Study.com and CommonLit. This instructional design allowed the organization to provide uninterrupted instructional services to all students.

For the 2023- 2024 school year, Baystate Academy utilized grade level team time to address high school intervention strategies. In high school, teachers participated in weekly, grade level data meetings with Instructional Coaches. During these meetings, a protocol was used to review testing data, student work, etc. As part of the protocol, teachers created problems of practice to implement over 4-6 week cycles during instructional time to address learning gaps.

Curriculum:

All academic courses are aligned to Massachusetts curriculum frameworks. Pacing guides and curriculum maps were used this school year to allow adequate time for acceleration, remediation, and differentiation. A universal curriculum map template was used to outline units of study, instructional duration, assessments, themes, guiding questions, and high impact standards.

The curriculum in grades 6th- 8th are supplemented with lessons and resources from EL Education in ELA and Math. 6th -12th-grade science curriculum maps are aligned to Massachusetts 2016 Science and Technology Engineering Framework. Units of study focus on integrating science practices, hands-on labs and engineering into science content and literacy. Students in grades 6th- 8th are provided with science classes aligned to NGSS. 9th- 12th grade biomedical courses (Principles of Biomedical Science, Human Body Systems, Medical Interventions, and Biomedical Innovations) follow the curriculum maps and resources created by Project Lead the Way, and our Advanced Placement courses use pre-approved curriculum maps provided by the College Board's Advanced Placement program.

For the 2023- 2024 school year, Baystate Academy continued the use of curriculum in mathematics, English language arts, science and social studies first adopted in the 21/22 school year. These shifts are aligned to Massachusetts Curriculum frameworks and was intended to support the acceleration of student learning.

Curriculum

- Mathematics 6th - 11th - **Illustrative Math**
- ELA 6th- 10th – **EL Education**
- Social Studies 6th - 8th - **McGraw Hill**
- Science 6th-8th - **Amplify**
- Spanish - **McGraw Hill**

Assessments

- 6th - 12th - NWEA - (Math/ ELA/ Science)
- Quarterly summative assessments built into the purchased curriculum, as well as formative assessments provided by the curriculum.

Intervention Tools

- Math - Acaletics - Intervention
- Social Studies (Civics) - NewsELA - Intervention/ Supplemental
- ELA – EL Education - Intervention

Safety of Students

Various committees met months prior to the return of students to develop protocols and practices that would ensure the mental and physical safety of all students.

The first week of in-person learning included spending time addressing the social and emotional needs of all students. Specific lessons in Crew were implemented to address anxiety, social skills, and team building. Academic classes established routines and procedures to ensure consistency of expectations beginning with the first day students returned. Counselors were available to meet with individual students presenting with adjustment disorders, anxiety, and/or depression. Small guidance groups were created in middle school to provide an extra layer of academic support while integrating SEL topics.

Supports for diverse learners:

All teachers are required to provide plans for differentiation to support diverse learners. These plans are a part of daily lesson plans and may include the use of visuals, anchor charts, small group instruction, and one-on-one support, to name a few. On a broader level, students who are identified as requiring special education services receive specific tier-3 instruction in ELA and Mathematics either in smaller groups with a special education teacher or additional support within the regular academic classroom with a special education paraprofessional or teaching assistant (as specified by their individualized educational plans). Students identified as second language learners (ELLs) are provided with an ELL paraprofessional who pushes into their core ELA, Math, and/or Science classes. Additionally, all ELL students take social studies (middle school level) and history (high school level) classes that are specifically designed to meet the needs of ELLs and are taught by ESL teachers. Our special education and ELL teachers participated in professional development training on Specially Designed Instruction. This training focused on addressing students' individual needs with IEPs to ensure they were receiving the appropriate accommodations outlined in their IEPs accommodation lists (Plep A). This enabled teachers to intentionally use their co-planning time to look at what types of support students would need to succeed in school.

Implemented 2-3 times a week academic support classes to meet the needs of all students. Baystate Academy implemented the following Co-Teaching Model: Parallel Teaching Model: Parallel Teaching Model included the following key structures to support students with and without IEPs in the full inclusion setting. General Ed teacher and Special Education teacher collaboratively organize the lesson content. General Ed teacher and Special Education teacher identify strategies needed for groups and individual students. General Ed teacher and Special Education teacher divide the students into two groups. Doing so maximized student engagement and the teacher's ability to check for understanding and implement alternative teaching when necessary.

ORGANIZATIONAL VIABILITY

Budget and Finance

FY24 Unaudited Income Statement

Operating Revenues	
Student Tuition	\$7,742,450
Federal and State Grants	\$1,960,301
Total operating revenues	<u>\$9,702,751</u>
Operating Expenses	
Salaries	\$5,475,898
Contracted teachers	\$182,315
Payroll taxes	\$201,637
Fringe benefits	\$520,388
Occupancy cost	\$394,612
Telephone	\$40,327
Professional development	\$73,109
Insurance	\$37,097
Student supplies and materials	\$226,213
Technology	\$188,264
Professional services	\$876,591
Dues, licenses and subscriptions	\$29,255
Repairs, maintenance and supplies	\$518,504
Transportation	\$240,710
Testing and assessments	\$2,255
Payroll service charge	\$11,951
Rental equipment	\$53,566
Board expenses	\$21,559
Advertising	\$64,006
Depreciation and amortization	\$102,916
Travel	\$23,656
Audit	\$34,965
Utilities	\$143,353
Misc. expenses	\$21,396
Health Services	\$7,679
Food Services	\$19,418
Non instructional supplies	\$68,277
Athletic services	\$105,198
Total Operating Expenses	<u>\$9,685,115</u>
Operating Income	\$17,636
Nonoperating revenue (expenses)	
Private grants	\$14,006
Interest expense	-\$1,645
Other income	\$156,841
Total Nonoperating revenue	<u>\$169,202</u>
Change in net position	<u>\$186,838</u>

FY24 Unaudited Balance Sheet

ASSETS

Current Assets	
Cash and cash equivalents	\$2,844,578
Capital reserve	\$1,644,792
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$26,265
Due from related parties	\$93,480
Grants Receivables	\$142,425
Total Current Assets	<u>\$5,501,540</u>
 Noncurrent Assets	
Capital assets, net	<u>\$261,449</u>
Total Noncurrent Assets	<u>\$261,449</u>
 TOTAL ASSETS	<u>\$5,762,989</u>

LIABILITIES

Current Liabilities	
Accounts Payables	\$180,590
Accrued Expenses	\$77,335
Deferred Revenue	\$43,011
Student Funded Activities	\$11,217
Total Current Liabilities	<u>\$312,153</u>
 Noncurrent Liabilities	
Long Term Debt	<u>\$0</u>
Total Noncurrent Liabilities	<u>\$0</u>
 TOTAL LIABILITIES	<u>\$312,153</u>
 Net Position	
Unrestricted	<u>\$5,450,836</u>
Total Net Position	<u>\$5,450,836</u>
 TOTAL LIABILITIES AND NET POSITION	<u>\$5,762,989</u>

FY25 Operating Budget

Operating Revenues	
Student Tuition	\$8,053,079
Federal and State Grants	<u>\$1,048,211</u>
Total operating revenues	<u>\$9,101,290</u>
Operating Expenses	
Salaries	\$6,169,022
Payroll taxes	\$194,311
Fringe benefits	\$486,000
Occupancy cost	\$394,608
Telephone	\$36,000
Professional development	\$59,000
Insurance	\$36,157
Student supplies and materials	\$105,695
Office supplies and materials	\$2,500
Technology	\$136,349
Professional services	\$366,100
Dues, licenses and subscriptions	\$35,789
Repairs, maintenance and supplies	\$361,200
Legal	\$6,000
Transportation	\$175,000
Testing and assessments	\$0
Payroll service charge	\$10,485
Advertising	\$10,000
Depreciation and amortization	\$114,216
Travel	\$18,000
Utilities	\$148,200
Other student services	\$18,899
Health Services	\$5,000
Board Expenses	\$14,400
Fundraising	\$0
Audit fees	\$28,356
Rental equipment	\$48,000
Athletic services	<u>\$176,103</u>
Total Operating Expenses	<u>\$9,155,390</u>
Operating Income	\$54,100
Nonoperating revenue (expenses)	
Private grants	\$12,420
Interest expense	-\$1,200
Other income	<u>\$142,880</u>
Total Nonoperating revenue	<u>\$154,100</u>
Change in net position	\$100,000

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2024-2025 Operating Budget on April 11th, 2024, at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	390
Number of students upon which FY24 budget tuition line is based	390
Number of expected students for FY24 first day of school	410
Please explain any variances: We budget for 5% attrition	

Capital Budget for FY25

Category	Budget	Description
Computers	\$79,800	Chromebooks and laptops for students
Furniture	\$24,200	New science room furniture
Equipment	\$76,000	Science program equipment
Contingency	\$20,000	
Total Budget	\$200,000	

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2024-2025 Capital Budget on April 11th, 2024, at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)																					
Objective: BACPS will effectively prepare students to succeed in college and/or career.																							
<p>Measure: 80% of students who enter reading below grade level will increase their reading level by at least two grade levels per year as measured by iReady assessments.</p>	NM	<p>We discontinued the use of iReady and moved to using the NWEA-MAP assessment as we deem the use of iReady didn't provide us with the data we needed to meet our student's needs. As a result of the NWEA-MAP assessment, we were able to determine the growth and achievement level for FY24. Therefore, we didn't collect baseline grade level data.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Growth</th> <th>Achievement Fall/Spring</th> </tr> </thead> <tbody> <tr> <td>6th</td> <td>24%</td> <td>31%-17%</td> </tr> <tr> <td>7th</td> <td>44%</td> <td>21%-24%</td> </tr> <tr> <td>8th</td> <td>58%</td> <td>21%-26%</td> </tr> <tr> <td>9th</td> <td>54%</td> <td>30%-33%</td> </tr> <tr> <td>10th</td> <td>62%</td> <td>24%-33%</td> </tr> <tr> <td>11th</td> <td>66%</td> <td>36%-46%</td> </tr> </tbody> </table>	Grade	Growth	Achievement Fall/Spring	6 th	24%	31%-17%	7 th	44%	21%-24%	8 th	58%	21%-26%	9 th	54%	30%-33%	10 th	62%	24%-33%	11 th	66%	36%-46%
Grade	Growth	Achievement Fall/Spring																					
6 th	24%	31%-17%																					
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8 th	58%	21%-26%																					
9 th	54%	30%-33%																					
10 th	62%	24%-33%																					
11 th	66%	36%-46%																					
<p>Measure: 80% of students who are not below grade level will increase their reading level by at least one grade level per year from the beginning to the end of the school year.</p>	NM	<p>Because this was the first year with NWEA-MAP as a baseline, we have established the percent of students at grade level:</p> <p>6th – 14% 7th – 23% 8th – 18% 9th – 28% 10th – 23% 11th – 44%</p>																					

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		Because we didn't use iReady, we didn't collect baseline grade level data.
Measure: Annually, 100% of 11 th and 12 th graders will participate in our College and Career Readiness program which includes Career Awareness, Exploration, and Immersion. To participate, students will either complete a 40-hour internship or job shadow; enroll in core classes (College and Career Readiness, Health Care Exploration, SAT prep); and participate in college tours, college fairs, Career exploration fairs.	M	100% of our 11 th grade (50 students) and 100% of our 12 th grade (50 students) participated in our college and career readiness programs and associated courses. They did not complete a 40-hour internship.
Measure: Annually, 50% of 11th grade students will achieve a minimum of 510 math and 460 Evidence-based Reading and Writing score on the SAT	NM	Only 10 (20%) of the 11 th graders took the SAT and 100% of them did not achieve the target score in math or ERW.
Measure: Annually, 50% of 12th grade students will achieve a minimum of 530 math and 480 Evidence-based Reading and Writing score on the SAT	NM	10 of our 50 (20%) seniors took the SAT. 7 (70%) of those seniors achieved the Reading/Writing target with an average score of 511. None of the seniors achieved the math target.
Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.		
Measure: By graduation, 100% of high school students will complete at least one internship (80 – 120 hours), preferably in a healthcare field, at either Baystate Health or Mercy Medical Center, during Saturday Academy or after school.	NM	100% of our students were not able to complete an internship due to the number of internship opportunities available.
Measure: By the time they graduate, all high school students will have taken the Exploration in Healthcare Careers and Medical Terminology courses and pass with a minimum grade of 2.6 out of 4.0	M	100% of our high school students were enrolled in and passed these courses with a minimum average of 2.6.
Objective: BACPS will intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.		
Measure: 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	M	325 of the 379 students (86%) met the minimum 2.6 grade on Habits of Scholarship.
Measure: By the end of each year, at least 80% of teachers will be exemplary in the practice of ensuring the CREW model is effective and students are building	NM	15 of our 45 teachers (34%) met the proficiency target.

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>meaningful relationships with peers and their CREW leader by demonstrating the following desired practices:</p> <ol style="list-style-type: none"> 1. Crew teachers plan lessons that include specific character learning targets 2. Crew teachers meet individually with each student Crew member at least once per quarter to discuss student goals, progress, and plans (e.g., student led conferences, portfolios) 3. Crew teachers use specific strategies to foster a strong sense of community among Crew members, including (a) Crew protocols and traditions (b) team building, group problem solving or other collaborative activities and (c) celebrations of students' personal and academic accomplishments. 4. Crew teachers promote a sense of responsibility and purpose among Crew members by (a) discussing the purpose of Crew and (b) establishing clear and consistent social/behavioral norms to ensure respectful, inclusive interactions among Crew members. 		
Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.		
<p>Measure: In order to be promoted to the next grade level, each year all students will produce at least two pieces of high-quality work per year that demonstrates complexity, authenticity and craftsmanship as defined by Expeditionary Learning's Attributes of High-Quality Student Work. Students must achieve at least a grade of 2.6 out of 4.0 indicating mastery of this skill.</p>	NM	100% of our students were not able to produce two high quality work products across all grades.
<p>Measure: Annually, 12% of all high school students will pass their PLTW administered End of Year test with a minimum score of 4 (proficient) which could translate into a college credit.</p>	M	24 of 137 (18%) of the high school students enrolled in a PLTW course passed the PLTW administered end of year test.

DISSEMINATION

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: BACPS will share its practices with local public, parochial and independent schools over the course of the charter term on sustaining a positive school culture (teachers and students)		
Measure: By the end of this charter term, Baystate Academy will conduct at least 3 workshops to share innovative and implementation strategies for developing positive school culture.	NM	We did not have an opportunity to conduct a workshop
Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.	NM	We were not able to host a best practice session with the district.

Each objective and measure that did not meet the performance target has an explanation as to how we will achieve that target.

Objective: BACPS will effectively prepare students to succeed in college and/or career.

- **Measure:** 80% of students who enter reading below grade level will increase their reading level by at least two grade levels per year as measured by iReady assessments.
- **Measure:** 80% of students who are not below grade level will increase their reading level by at least one grade level per year from the beginning to the end of the school year.
- **Measure:**
- Annually, 50% of 11th grade students will achieve a minimum of 510 math and 460 Evidence-based Reading and Writing score on the SAT.
- **Measure:** Annually, 50% of 12th grade students will achieve a minimum of 530 math and 480 Evidence-based Reading and Writing score on the SAT.

In previous years we administered iReady and NWEA-MAP assessments three times a year. The use of iReady was to support our intervention block and allow for students to have additional remediation. We determined that administering two assessments was overwhelming for our student body and the use of iReady as an assessment and intervention tool did not prove to be effective. Therefore, a decision was made to only use the NWEA-MAP assessment to gauge our growth as well as achievement targets.

In FY25, we plan on developing a more robust intervention block with an altered bell schedule that would allow our content area teachers instruct during that period which will consist of an hour per day, Monday – Thursday. It would also allow for our paraprofessionals to work one on one with our special education and ELL students.

With respect to not meeting our SAT goals, our 11th and 12th are not mandated to take the SAT exam. Since the inception of Covid-19, some colleges and universities have not made the SAT a requirement for admission and so there was not the incentive for students taking the exam. We will try to create incentives for our students to start taking the exam in their junior year. We will also pay the cost of the exam to minimize the financial burden that has placed upon students and their families.

Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.

Measure: By graduation, 100% of high school students will complete at least one internship (80 – 120 hours), preferably in a healthcare field, at either Baystate Health or Mercy Medical Center, during Saturday Academy or after school.

We continue our outreach efforts with the local medical community to find opportunities to place our students in their facilities for internship opportunities. A challenge has been with the recurrence of Covid, medical centers will not allow students to shadow their staff. We are hoping that when that trend subsides, we can continue the conversation regarding internships. The other challenge is just the willingness to sponsor 40-50 students in these environments.

We did have success with a small group of 17 students becoming CPR certified at Cooley Dickerson hospital.

Objective: BACPS will intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.

Measure: By the end of each year, at least 80% of teachers will be exemplary in the practice of ensuring the CREW model is effective and students are building meaningful relationships with peers and their CREW leader by demonstrating curtailed identified desired practices:

Implementing CREW with fidelity continues to be a challenge for teachers who are new to the school and have to learn the intricacies of CREW. CREW centers around staff developing relationships with students but also delivering a CREW curriculum. In the past, we've had moderate success with developing and sustaining an effective CREW curriculum.

In FY24 we participated in and EL Education CREW curriculum pilot for high school. We also acquired the EL Education CREW curriculum for middle school which was just released. In FY25, we made the effective implementation of CREW one of our three strategic goals. We've also dedicated an instructional coach to work with staff on this implementation.

The work we plan for in FY25 centers around the student goal that by the end of the year, 100% of students across all subgroups will demonstrate a strong sense of belonging and contribute to the culture of the school community. The goal for teachers is that 100% of teacher will effectively facilitate crew and utilize the language of habits of character and habits of scholarship in academic classrooms.

The theory of change is that If leaders build a shared vision of the purpose of crew and provide time and resources for teachers to plan, then teachers will effectively lead crew with purposeful activities designed to foster belonging, purpose and agency, So that:

- Students will feel a greater sense of belonging and work to become ethical people.
- Teacher-student relationships will improve and will positively impact the larger school community

Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.

Measure: In order to be promoted to the next grade level, each year all students will produce at least two pieces of high-quality work per year that demonstrates complexity, authenticity and craftsmanship as defined by Expeditionary Learning's Attributes of High-Quality Student Work. Students must achieve at least a grade of 2.6 out of 4.0 indicating mastery of this skill.

The actualization of teachers working with students to provide high quality work starts with teachers collaborating of what constitute high quality work. We started to introduce the concept through professional development and had limited success where students at the end of the school year were able to produce HQW.

For FY25, one of our strategic goals is to have a student impact goal that states 100% of scholars across all subgroups and across all content areas will write, cite and explain evidence to communicate their point of view at least once each week. The teachers have an associated goal which is to ensure that students are writing with evidence at least once a week and receiving timely actionable feedback.

The theory of change If leaders provide resources, opportunities and model timely, actionable feedback for teachers to improve their practice. Then teachers will internalize the process and be able to implement the same practices with their own student. So that students will receive timely, actionable feedback to improve their writing and clearly articulate their perspective.

Objective: BACPS will share its practices with local public, parochial and independent schools over the course of the charter term on sustaining a positive school culture (teachers and students)

Measure: By the end of this charter term, Baystate Academy will conduct at least 3 workshops to share innovative and implementation strategies for developing positive school culture.

Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.

We have not developed enough best practices that are unique enough to deliver at a conference currently. As we continue to develop and improve on our outcomes, we believe we'll be able to deliver on this objective.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

2023- 24 Implementation Summary:

- Our recruiting strategies resulted in our ability to start the school year close to capacity and our overall demographics of our student body were reflective of the sending district. Our results were the efforts of our information sessions held at the school and referral from existing parents and students. We were not however successful in enrolling any Somali students.
- We participated in an Open House at the Martin Luther King, Jr. Charter School and accepted applications that night for incoming 6th graders. We also conducted a mailing to all the incoming 6th-10th graders from the Springfield School district.
- We hosted a lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 7, 2024 at 5:00 pm.

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

General Recruitment Activities for 2024-25:

- Advertise in the African American Point of View newspaper, Masslive.com and social media.
- Information sessions to be held at the school during November 2024 through January 2025
- Informational flyer and enrollment application in English, Spanish and Somali mailing to all families of current 5th - 10th graders in the district in Spanish, English and Somali
- Advertise on local radio stations that cater to a Spanish-speaking audience and African-American and Somali communities.
- Have staff speak live on local radio stations that cater to a Spanish-speaking audience and African-American communities.
- Advertise in the Baystate Medical Centers employee's newsletter.
- Advertised on local TV stations
- Application can be picked up at the school or on our web site www.bacps.net
- Staff made on site presentation at several district's elementary schools

Recruitment Plan – 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

<p>(a) CHART data</p> <p>School percentage: 23.2%</p> <p>CI percentage: 19.4%</p> <p>The school <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Work with supplemental services providers in the district to disseminate information about the school. ● Include information about school’s special education program in all promotional materials. ● Discuss school’s special education program at all school information sessions. ● All recruitment materials state explicitly in the languages spoken by the target families that “children with special needs are welcomed at our school”, <p>School’s special education programs will be highlighted on our website</p>
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English learners³/ Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 11.8%</p> <p>CI percentage:8.7%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Engage in targeted recruitment activities at community centers serving ELL families, including three neighborhood health centers in the North End, South End, and Mason Square ● Collaborate with New England Farmworkers youth programs ● Provide translation services at recruitment and school events. ● All print, radio and TV communications will be delivered in multiple languages. ● Bilingual staff available during the open houses and information sessions. ● The school will invite prospective families and community members to our Latin Heritage Night in October that will highlight the cultures of our current students.
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Low-income/ Students eligible for free or reduced lunch

<p>(a) CHART data</p> <p align="center">School percentage:80.4% CI percentage: 74.8%</p> <p>The school is <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Engage in targeted recruitment activities at community centers serving low-income families, including three neighborhood health centers in the North End, South End, and Mason Square. ● Engage in targeted recruitment activities at Springfield district school’s serving an especially high number of low- income students.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● Include information on the school’s extensive remediation programs in all promotional materials; discuss school’s remediation programs at all information sessions; engage in targeted recruitment at district schools serving a high percentage of sub-proficient students.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2023-24 Strategies</p> <p>Include information on school’s extensive student support structures in all promotional materials; discuss school’s student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations.</p>
<p><u>Students who have dropped out of school</u> *only schools serving students who are 16 and older</p>	<p align="center">(f) Continued 2023-24 Strategies</p> <p>Mail information and applications with an offer to visit non-profit organizations that serve this population (ROCA, New England Farm Worker’s Council, YWCA, Square One).</p>
<p>OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● Distribute school information through multiple mentoring programs that work with young males such as Big Brother/Big Sister of Hampden County and Black Men of Greater Springfield; Distribute school information through the Springfield Parks athletic and after school programs, and through church youth groups. ● Add athletic programs to the school’s list of extra curriculum activities.

RETENTION PLAN 2024-25

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

2023-24 Implementation Summary:

- We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 85% was lower than our retention goal of 90% but an improvement over 2022-2023 82% rate. A few students returned to the sending district due to wanting to participate in athletics. We continue to offer extra-curricular activities and a variety of field trips and exposure to the medical profession to keep students engaged.

Overall Student Retention Goal

Annual goal for student retention (percentage):

90 % of students will re-enroll in the school annually, excluding students who move out of the district

Retention Plan – 2024-25 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data

School percentage:7.4%
Third Quartile: 17.8%

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

(b) Continued 2023-24 Strategies

- At or below third quartile: no enhanced/additional strategies needed
- Provide intensive support for IEP/504 students at all levels
- Differentiate curriculum to meet the needs of IEP/504 students
- Hired additional full time SPED certified instructor
- Hired additional SPED paraprofessionals to support students
- Group students in cohorts based on similar needs and provide intensive one on one support.

Limited English-proficient students/English learners

Limited English-proficient students

(a) CHART data

School percentage: 6.5%
Third Quartile: 18.2%

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

(b) Continued 2023-24 Strategies

- At or below third quartile: no enhanced/additional strategies needed.
- Hired additional full time ELL instructor
- Provide a dedicated classroom for ELL students
- Assisted teachers in completing their SEI endorsement
- Increase the time on learning for ELL students

Students eligible for free or reduced lunch (low-income)

<p><u>(a) CHART data</u></p> <p>School percentage: 15.0%</p> <p>Third Quartile: 17.5%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p>☒ At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Increased the offering of enrichment courses ● Added clubs back into the program ● Offered additional advance placement courses ● Added several new sports for girls and boys ● Maintain a small-school environment with a “warm/strict” school culture that offers close relationships between teachers and students, explicit instruction in positive character development, and clear and consistent behavioral expectations.
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-24 Strategies</p> <p>Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2023-24 Strategies</p> <p>Strategies: Include information on school’s extensive student support structures in all promotional materials; discuss school’s student support structures at all information sessions; engage in targeted recruitment at district schools serving at-risk student populations</p>
<p><u>Students who have dropped out of school *only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2023-24 Strategies</p> <p>Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities</p>
<p>OPTIONAL⁵</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2023-24 Strategies</p> <p>Strategies: Distribute school information through multiple mentoring programs that work with young males such as Big Brother/Big Sister of Hampden County and Black Men of Greater Springfield; Distribute school information through the South End Community Center programs, the Springfield Parks athletic and after school programs, and through church youth groups</p>

APPENDIX C: SCHOOL DATA TABLES

ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Timothy L. Sneed	Executive Director	June 2013	N/A
Bernard Ball	Principal	July 2023	January 2024
LeighAnne Decoteau	Vice Principal	June 2021	NA
Sonia Dwyer	Director of English Language	June 2013	N/A
Doug Brunette	Director of Student Support Services	June 2013	N/A
Marc Anders	Assistant Principal	June 2021	N/A
Sonia Hill	Director of Special Education	June 2021	N/A

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	45	0	5 1	Termination Resignation
Other Staff	34	2	3	Termination

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Jennifer Hixon, DHSc	President	Academic Success Personnel Governance	2	7/18 – 6/21 7/21-6/24	2024
Martha Anderson	1st Vice President	Academic Success	1	7/20-6/23	2029
Peter Blain	2nd Vice President	Academic Success	1	7/21-6/24	2030
Robert Nieves	Treasurer	Finance	2	7/18 – 6/21 7/21-6/24	2024
Caitlin Castillo, Esq.	Secretary	Governance	1	7/21-6/24	2030
Rebecca Connolly, CPA		Finance	1	7/21-6/24	2027
Gilberto Amador		Finance	1	7/20-6/23	2029
Stephanie Logan, EdD		Academic Success	1	7/20-6/23	2029
Paul Hyry-Dermith, EdD		Academic Success	2	7/18 – 6/21 7/22-6/25	2025
Frank Robinson, PhD		Academic Success	1	7/22-6/25	2031
Lisa deSousa Esq.		Governance	1	7/22-6/25	2031

Board of Trustee and Committee Meeting Notices

<https://bacps.net/home/about-us/>

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
2001 Roosevelt Ave. Springfield, MA 01101	June 2015

ENROLLMENT

Action	2024-25 School Year Date(s)
Student Application Deadline	February 27, 2025
Lottery	March 6, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Efforts to Address Concerns Resulting in Conditions
Condition
Demonstrate improvement in our overall academic programs no later than December 31, 2025
Actions taken by the school in 2023-24 to address the concern that resulted in the condition
<ul style="list-style-type: none"> ● Working with our strategic partners, SchoolWorks and EL Education, we've provided staff and intensive support on their instructional practices. ● We purchased culturally relevant and structured curriculum for math, science and English. ● We incorporated a co-teaching model in classes where the cohort had a large number of students with special needs. ● We increased our staffing to support students with special needs. ● We increased our staff by adding content based instructional coaches to work closely with teachers who were either new or struggling with classroom management and content delivery. ● We refined our data review process to ensure teachers and students knew the student's deficits and actions required to accelerate their learning.

Board of Trustees Contact Information

Date	Summary of Complaint	Summary of Complaint Resolution
	None received	