



Baystate Academy

Charter Public School

2018-2019 ANNUAL REPORT

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<i>Name of School: Baystate Academy Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Springfield
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) the Charter was Renewed (if applicable)	2018
Maximum Enrollment	560	Enrollment as of June 19, 2019	467
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	183	Students on Waitlist as of June 19, 2019	119
School Hours	M-Th 8:00 a.m. – 4:00 p.m. Fri 8:00 a.m. – 1:30 p.m.	Age of School as of 2018-2019 School Year	Six 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.

Inaugural Graduating Class



On June 8th, 2019, Baystate Academy graduated its first senior class. Of the 44 graduates, 100% of them have been accepted into a two- or four-year college or university with 67% of them attending a four-year institution. Our students will major in everything from engineering, micro-biology, nursing, criminal justice and art, just to name a few. Over 60% of the graduating class have been enrolled at Baystate Academy since we opened the school in 2013 as 7th graders. Their persistence, dedication to achievement and focus on habits of scholarship will lead them into the future.

Student Character Development

Character and life habits are essential to being successful in college and, subsequently, in life. Our students' focus 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 for a minimum of 3 hours per 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.

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 that included 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 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.

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.

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. The following are a few examples of our Case Studies and Learning Expeditions.

6th Grade

Case Study Title: Puerto Rico's Migration Crisis

7th Grade

Case Study Title: Connecticut River Case Study

8th Grade

Case Study Title: The Voyage of Christopher Columbus

9th Grade

Expedition Title: Perceptions of Identity: Explorations into Race and Ethnicity

10th Grade

Expedition Title: The effects of physical activity and nutrition on the internal/external self

11th Grade

Expedition Title: Perceptions of Gender

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](#).

Students have the opportunity to enroll 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 developed relationships with the Hispanic Nurses' Association, MassHire Hampden County Workforce Board and the Healthcare Workforce Partnership of Western Massachusetts.

Students were also able to and participate in a career exploration session at Springfield Technical Community College in their simulation lab. SIM is a computerized medical simulation mannequin used to train students for work in health care fields. They were able to simulate the experience of providing medical care to a patient.

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.

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 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

Date	Amendment Requested	Pending or Approved?
5/1/19	Approval of our 2018-2023 Accountability Plan	Approved

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020000&orgtypecode=5&=35020000&>

Baystate Academy is committed to continuously reviewing discipline practices and policies annually to ensure behavioral supports meet the needs of all students. A program evaluation was conducted to analyze the effectiveness of actions steps implemented in the 2018- 2019 school term. The plan focused on aiding teachers in managing behavior with the intent of building relationships with students and ultimately addressing undesirable behaviors in an equitable and consistent manner. Based on the implementation of the action steps and the review of data gains were made in the implementation of positive behavior intervention.

Areas of focus for the 2019- 2020 school term are based on three main areas; data structures, positive behavior intervention and supports and professional development for staff.

- Implement discipline teachers' teams to analyze data quarterly to identify students of concern and measure the effectiveness of discipline practices,
- Implementation of restorative conferences and strategies,
- Use of preventive discipline measures such as peer mentors, small group counseling, one-on-one meetings to teach students positive behaviors aligned to school rules and policies,
- Increase the use of student recognition programs that align to school-wide Habits of Scholarship character traits (Integrity, collaboration, perseverance, respect and readiness),
- Use of quarterly surveys for students and staff to assess the effectiveness of discipline policies and student support systems,
- Implementation of school-wide incentive systems to reward students for positive behaviors and behavioral growth,
- Provide ongoing professional development for staff in the following areas:
 - Positive behavior strategies
 - Cultural competence and implicit bias
 - Data analysis and developing action plans

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	466	41	.4	8.6	0
EL	66	4	0	0	0
Economically Disadvantaged	352	35	.6	9.7	0
Students with Disabilities	90	10	0	11.1	0
High Needs	377	36	.5	9.3	0
Female	230	18	.4	7.4	0
Male	236	23	.4	9.7	0
American Indian or Alaska Native	1	0	0	0	0
Asian	4	0	0	0	0
African American/Black	119	11	.8	9.2	0
Hispanic/Latino	309	26	.3	8.1	0

Multi-race, Non-Hispanic/Latino	5	0	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	27	2	0	0	0

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Creating sustainable school leadership structures	Local Charter Network Meeting	<ul style="list-style-type: none"> • Dean of Students • Principal • Assistant Principal 	K-12 Charter School Leaders	Sharing of leadership structures developed at the school level that support the development of distributed leadership (Instructional Leadership Team, Student Support Team and School Quality Review Team)
Project based learning strategies and student engagement	PLTW Networking Session	<ul style="list-style-type: none"> • PLTW Teachers • 9th -12th Grade 	PLTW Network Teachers	<ul style="list-style-type: none"> • PLTW biomedical implementation strategies for new programs • Instructional techniques for student for biomedical PLTW program • Development of partnerships with regional high schools
Using art to make cross-curricular connections	EL Education Site Visit	<ul style="list-style-type: none"> • Art Instructor • Program Manager 	EL Education Partner School Art Instructors	Shared practices with school about using art to facilitate discussions using the EL Education workshop model
Sustainable school structures and systems	Local Charter Network Meeting	<ul style="list-style-type: none"> • Executive Director • Principal 	Western Massachusetts Executive Directors	Establishing a structure for sustainability, budget effectiveness and effective hiring practices.
How best to partner to ensure strong academic goals are set, monitored, and discussed at the board level.	National Charter School Conference	Executive Director	K-12 School Leaders	Implementation of school turnaround practices, setting effective and measurable strategic plan goals and developing an effective partnership with the board.

Academic Program Success

Student Performance

- A. Baystate Academy Charter Public Report Card Summary
<http://reportcards.doe.mass.edu/2018/DistrictReportcard/35020000>

- B. Accountability Status

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention Partially meeting targets.	N/A	45% - Partially meeting targets

- C. Assessment Data

2018-2019 iReady Assessment Performance

Reading

Grade	Fall 2018/% Proficient	Spring 2019/% Proficient	% Change
Overall 6-8th Grade	15%	22%	+7%
6th Grade	17%	25%	+8%
7th Grade	10%	16%	+6%
8th Grade	16%	23%	+7%

Math

Grade	Fall 2018 % Proficient	Spring 2019 % Proficient	% Change
Overall 6-8th Grade	20%	30%	+10%
6th Grade	30%	40%	+10%
7th Grade	13%	31%	+18%
8th Grade	16%	19%	+3%

The data show gains in proficiency in both Reading and Math for all middle school grade levels. 7th grade, in particular, made the greatest gains in math showing an 18% increase from fall to spring testing administrations.

NWEA MAP Student Growth Summary 2018-2019

Reading	
Grade	% Who Met Annual Growth Targets
6th Grade	38%
7th Grade	24%
8th Grade	57%
9th Grade	67%
10th Grade	80%

Mathematics	
Grade	% Who Met Annual Growth Targets
6th Grade	36%
7th Grade	45%
8th Grade	59%
9th Grade	52%
10th Grade	66%

Science	
Grade	% Who Met Annual Growth Targets
6th Grade	56%
7th Grade	61%
8th Grade	44%
9th Grade	63%
10th Grade	60%

The charts above show the percent of students who have met their annual growth targets in the three tested subject areas: Reading, Math, and Science. 10th graders have shown the greatest gains with 80% of students meeting their growth targets in Reading. 7th grade students show the least percent in gains in Reading at 24%.

Program Delivery

Curriculum:

All academic courses at BACPS are aligned to the learning standards outlined in the state curriculum frameworks in ELA, Math, Social Studies, Science, Foreign Language, Art, Health and PE. Using a common curriculum map template, teachers cluster content standards by following a logical progression of skill development and standards spread out over the course of the year. The development of content progression for each quarter is guided by essential questions that help focus conceptual understanding of course material as well as unit assessments to ensure mastery of standards. Instructional coaches, Program Manager, and Principal provide teachers with feedback on lesson plans as well as lesson delivery. Lesson plans and curriculum maps are routinely reviewed and updated throughout the year.

The EL Education ELA modules and Engage NY math modules constitute the bulk of the middle school curriculum. We supplement the curriculum with lessons and resources from the Curriculum Associates' Teacher-toolbox. We use curriculum maps from Engage NY, other MA state schools, and course textbooks as resources in the development of our high school course curriculum maps. Our high school biomedical courses (Principles of Biomedical Science, Human Body Systems, Medication Interventions, and Biomedical Innovations) follow the curriculum maps and resources created by Project Lead The Way, and our AP courses use pre-approved curriculum maps provided by the College Board's Advanced Placement program.

Instruction:

We continue to refine our instructional practices, which are guided by our Work Plan Goals developed in conjunction with our educational partners, EL Education and School Works. Our instructional work plan goals emphasize the production of high-quality writing and work across all core classes with a focus on complexity, craftsmanship, and authenticity. Writing rubrics for the three major areas of writing—argumentative, explanatory, and narrative—guide our work. Additionally, students practice close-reading skills in which they critically read literary and/or informational texts for comprehension and apply strategies such as annotation, highlighting, and summarizing to dig more deeply into the texts. All of our math courses emphasize best practices in mathematics, higher order understanding of math concepts, and problem solving, while reinforcing basic computational skills. In addition to introducing new content, each math lesson has an MCAS question of the day and incorporates time to spiral review previously taught content.

Teachers continue to use a common lesson plan template following EL Education's workshop 1.0/2.0 models to ensure classroom consistencies. Lesson plans reflect long term and daily learning targets, plans for differentiation, and lesson vocabulary, to name a few. The expectation for consistencies across grade levels ensures a common language among students and teachers. Lesson plans include a combination of practicing skills and the application of concepts to various scenarios. The infusion of academic language and discourse protocols occurs throughout a lesson to promote higher order thinking and writing skills as well as revision, collaboration, and self-reflection.

Assessment and program evaluation:

i-Ready, which is an evidence-based assessment program tied to common core ELA and Math standards, and NWEA MAP, which is another periodic assessment tool used to measure student current levels of performance in reading, math and science, are used as data points to: inform instructional classroom practices; identify students requiring small group tutoring and/or Saturday school; provide guidance in the development of curriculum and pacing for the ELA and Math supplemental classes.

Interim assessments are used to measure student mastery of content specific learning targets in all core academic classes across grade levels. In collaboration with instructional coaches, Program Manager, and Principal, teachers develop interim assessments specifically tied to course content and skills standards. Online programs, such as Problem-Attic.com, edulastic.com, achievethecore.com, as well as the DESE website are used to select standards-driven questions for the development of assessments. A shared process is used in the development of these assessments, which emphasize attention to the critical skills levels of questions to ensure a variety in rigor and high expectations. The Depth of Knowledge Wheel (DOK) and Hess' Rigor Matrix are used to determine the complexity levels of questions selected. Interim assessments are given in the fall and spring. Teachers use interim assessment data to make determinations about targeted instruction, small group instruction, spiraling content, and re-teach plans.

Supports for diverse learners:

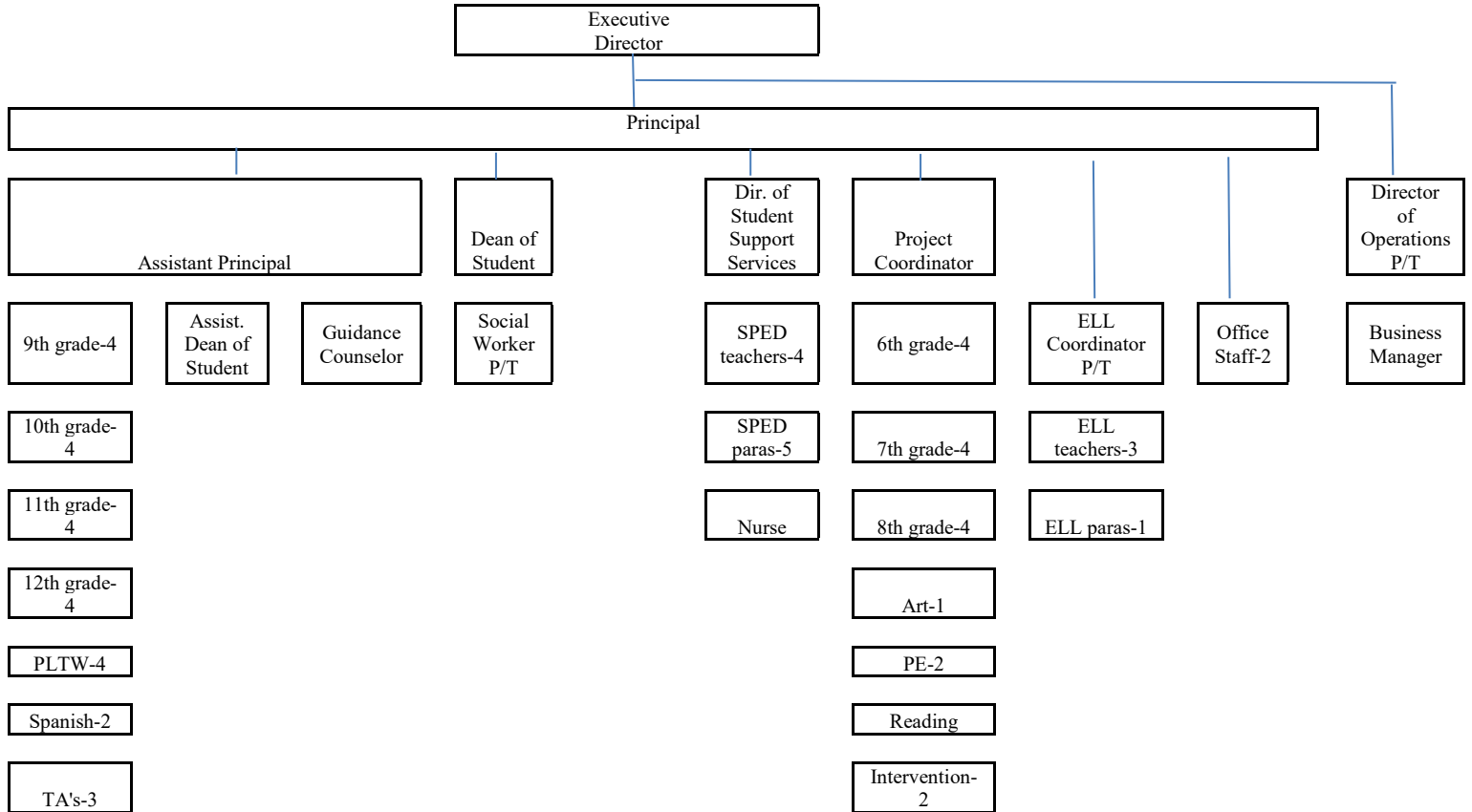
All teachers are required to provide plans for differentiation to support diverse learners. These plans are a part of daily lesson plans and may include the use of visuals, anchor charts, small group instruction, and one-on-one support, to name a few. On a broader level, students who are identified as 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.

Tier-2 instructional supports include ELA and Mathematics supplemental classes in the middle school level. These courses use the iReady online instructional program that sets up individual learning pathways for students as determined by diagnostic assessments. Students work on both grade level standards as well as earlier standards to address gaps in their learning. Some students, who are on and above grade level, use the program to accelerate their learning. High school students receive additional support via tutoring and small group instruction. Struggling high school students who fail classes are given additional opportunities for credit recovery using Study.com, which provides a suite of standards-aligned high school courses that students complete independently as well as with teacher support.

Organizational Viability

Organizational Structure of the School

FY19 Organizational Chart



Teacher Evaluation

There were no changes to our teacher evaluation system in FY19.

Budget and Finance**A. Unaudited FY19 statement of revenues, expenses and change in net assets (income statement)**

Operating Revenues	
Student Tuition	\$6,654,603
Federal and State Grants	\$494,730
In-kind services	\$0
Total operating revenues	<u>\$7,149,333</u>
Operating Expenses	
Salaries	\$3,825,353
Payroll taxes	\$110,345
Fringe benefits	\$402,024
Occupancy cost	\$770,292
Telephone	\$51,283
Professional development	\$99,068
Insurance	\$21,978
Student supplies and materials	\$71,105
Office supplies and materials	\$5,542
Technology	\$100,355
Professional services	\$416,121
Dues, licenses and subscriptions	\$32,681
Repairs, maintenance and supplies	\$109,627
Books	\$36,596
Transportation	\$85,553
Testing and assessments	\$2,780
Payroll service charge	\$7,243
Rental equipment	\$55,209
Board expenses	\$14,059
Advertising	\$12,183
Depreciation and amortization	\$244,135
Travel	\$30,912
Utilities	\$125,102
Other student services	\$47,478
In-kind expenses	\$0
Fundraising	\$2,145
Athletic services	<u>\$29,625</u>
Total Operating Expenses	<u>\$6,708,794</u>
Operating Income	\$440,539
Nonoperating revenue (expenses)	
Private grants	\$34,453
Interest expense	-\$14,455
Other income	<u>\$40,028</u>
Total Nonoperating revenue	<u>\$60,026</u>
Change in net position	\$500,565

B. Unaudited FY19 statement of net assets (balance sheet)

ASSETS

Current Assets	
Cash and cash equivalents	\$1,757,647
Prepaid Expenses	\$31,360
Accrued Revenue	\$433,789
Grants Receivables	\$65,454
Total Current Assets	<u>\$2,288,250</u>
Noncurrent Assets	
Capital assets, net	<u>\$640,228</u>
Total Noncurrent Assets	<u>\$640,228</u>
TOTAL ASSETS	<u><u>\$2,928,478</u></u>

LIABILITIES

Current Liabilities	
Accounts Payables	\$134,622
Accrued Expenses	\$200,934
Deferred Revenue	\$9,690
Student Funded Activities	\$8,773
Current portion of long-term debt	\$52,829
Total Current Liabilities	<u>\$406,848</u>
Noncurrent Liabilities	
Long Term Debt	<u>\$195,091</u>
Total Noncurrent Liabilities	<u>\$195,091</u>
TOTAL LIABILITIES	<u>\$601,939</u>
Net Position	
Unrestricted	<u>\$2,326,539</u>
Total Net Position	<u>\$2,326,539</u>
TOTAL LIABILITIES AND NET POSITION	<u><u>\$2,928,478</u></u>

C. Approved School Budget for FY20

Operating Revenues	
Student Tuition	\$7,079,350
Federal and State Grants	\$546,420
In-kind services	\$1,340,000
Total operating revenues	<u>\$8,965,770</u>
Operating Expenses	
Salaries	\$4,383,011
Payroll taxes	\$156,320
Fringe benefits	\$501,129
Occupancy cost	\$773,292
Telephone	\$60,000
Professional development	\$79,221
Insurance	\$24,182
Student supplies and materials	\$144,524
Office supplies and materials	\$4,800
Technology	\$92,959
Professional services	\$482,394
Dues, licenses and subscriptions	\$12,526
Repairs, maintenance and supplies	\$87,073
Vehicle lease	\$0
Transportation	\$72,650
Testing and assessments	\$0
Payroll service charge	\$4,400
Advertising	\$8,000
Depreciation and amortization	\$259,572
Travel	\$34,010
Utilities	\$140,000
Other student services	\$17,596
In-kind expenses	\$1,340,000
Board Expenses	\$14,400
Fundraising	\$1,212
Audit fees	\$28,756
Rental equipment	\$72,000
Athletic services	\$50,500
Total Operating Expenses	<u>\$8,844,527</u>
Operating Income	\$121,243
Nonoperating revenue (expenses)	
Private grants	\$73,081
Interest expense	-\$17,640
Other income	\$23,316
Total Nonoperating revenue	<u>\$78,757</u>
Change in net position	\$200,000

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2019-2020 Operating Budget on April 11th, 2019 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c.30A 18-25.

D. Capital Budget for FY20

Summary

Computers	\$65,600
Furniture	\$7,700
Equipment	\$74,800
Contingency	\$21,900
Total	\$170,000

This investment supports our technology plan and investment in our science programs.

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2019-2020 Capital Budget on April 11th, 2019 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

APPENDIX A

Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: BACPS will effectively prepare students to succeed in college and/or career.		
Measure: All 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. All other students will increase their reading level by at least one grade level per year from the beginning to the end of the school year.	Not Met	Based on the comparison of iReady Sept 2018 and June 2019 assessments: % of Students entering below grade level, improving by 2 grade levels: <ul style="list-style-type: none"> 6th – 3% 7th – 1% 8th – 14% % of Students entering at grade level improving by 1 grade level <ul style="list-style-type: none"> 6th – 1% 7th – 0% 8th – 0%
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.	Partially Met	<ul style="list-style-type: none"> Completed a 40-hour internship or job shadow – 4 students Enrolled in: <ul style="list-style-type: none"> College and Career Readiness-100% Health Care Exploration-100% SAT prep-100% Participated in College tours-100% <ul style="list-style-type: none"> Amherst, Smith, UMass 100% attended the Springfield National College Fair, April 2019 We hosted a Career exploration fair at the school on October 12, 2018.
Measure: Annually, 75% of 11th grade students will achieve a 510 math and 460 Evidence-based Reading and Writing score on the SAT	Not Met	SAT results: <ul style="list-style-type: none"> Math – 16% Reading/Writing – 20%
Measure: Annually, 75% of 12th grade students will achieve a 530 math and 480 Evidence-based Reading and Writing score on the SAT	Not Met	SAT results: <ul style="list-style-type: none"> Math – 14% Reading/Writing – 35%
Measure: Annually, 75% of any student who takes the ACT, which may include 11 th and 12 th graders, will achieve the following ACT benchmarks: English 18, Reading 22, Math 22, Science 23	Not Met	Students were not scheduled to take the ACT in 2018-2019

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
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.	Not Met	Only 4 students have completed a job shadowing experience.
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	Met	All graduating seniors have taken and passed both courses.
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.	Not Met	Cumulative data to support this measure was unavailable at the time of this report
Measure: Annually, based on weekly observations by the school's ILT or culture team, 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 the following desired practices: <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. <p>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.</p>	Met	<ul style="list-style-type: none"> • 85% Student Led Conference participation rate • 90% score on the EL Education End of Year Implementation Review score for CREW effectiveness • 95% of high school students grade proficient (2.6 or above) in CREW
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.	Did not Meet	100% of students did not produce 2 pieces of High-Quality Work

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Measure: Annually, 100% of high school students will be enrolled in our Project Lead the Way (PLTW) Biomedical Science program.	Met	Enrollment is a requirement for graduation. 100% of students were enrolled.
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.	N/A	Scores were not published by PLTW prior to the August 1 st due date.

Dissemination

	2018-2019 Performance (Met/Partially Met/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 five workshops to share innovative and implementation strategies for developing positive school culture	Not met	These measures will be accomplished no later than the end of the charter term
Measure: By the end of the charter term, Baystate Academy will annually present at an EL Education national conference	Not met	These measures will be accomplished no later than the end of the charter term
Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.	Not met	These measures will be accomplished no later than the end of the charter term

APPENDIX B

Charter School Recruitment and Retention Plan Template

Recruitment Plan

2019-2020

School Name: **Baystate Academy Charter Public School**

2018-2019 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 of the incoming 6th-10th graders from the Springfield School district.

We hosted a public lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on February 28, 2018 at 5:30 pm.

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

- General Recruitment Activities for 2019-2020:
- Advertise in the Springfield Republican newspaper and Masslive.com
- Information sessions to be held at the school during November 2019 through January 2020
- 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.
- Application can be picked up at the school or on our web site www.bacps.net
- The application deadline is February 14, 2020 at 4:00 p.m.
- Lottery will be conducted March 5, 2020 at 5:30 p.m.

Recruitment Plan – 2019-2020 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2018-2019 Strategies
<p>School percentage: 20.2%</p> <p>GNT percentage: 14.9%</p> <p>CI percentage: 16.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above/</u> CI percentages</p>	<ul style="list-style-type: none"> ☑ Met GNT/CI: no enhanced/additional strategies needed ○ 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", School's special education programs will be highlighted on our website

Limited English-proficient students/English learners

	(b) Continued 2018-2019 Strategies
<p>(a) CHART data</p> <p>School percentage: 13.0%</p> <p>GNT percentage: 7.6%</p> <p>CI percentage: 10.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<ul style="list-style-type: none"> ☑ Below third quartile: no enhanced/additional strategies needed. ○ Air public service announcements on Spanish radio stations (1270 AM, WSPR) and public ad in El Pueblo Latino weekly; ○ School promotional materials in Spanish distributed to network of community centers including New North Citizen Council, Latino Chamber of Commerce, YMCA of Greater Springfield, Dunbar Community Center. Puerto Rican Cultural Center; ○ Include information about the school's programs for limited English-proficient students in all promotional materials; discuss school's program for limited English-proficient students at all school informational sessions, include Spanish speaking school representatives at all information sessions; translate all home communication materials into Spanish; ○ Offer a Spanish version of the school's website. ○ Partner with the Jewish Family Services Somali resettlement coordinator, Deirdre Griffin, to present enrollment information during their family support group sessions. ○ Utilize the resettlement staff at JFS for Somali translation during the schools open house and translate all promotional/enrollment material into Somali. ○ Post and house school enrollment material at JFS as well as provide JFS staff with an overview of the school. ○ We will continue to develop our relationship with Jewish Family Services to improve our chances of enrolling Somali students in 2019-2020 and attain a target of 10% of student population by 2019-2020. ○ We have translated our lottery application and enrollment information sessions flyers into Somali. <p>We will increase our recruiting efforts and presence with Hispanic serving community agencies i.e. New North Citizen Council, Massachusetts Latino Chamber of Commerce, Puerto Rican Cultural Center</p>

Recruitment Plan – 2019-2020 Strategies List strategies for recruitment activities for <u>each</u> demographic group. Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data School percentage: 69.8% CI percentage: 64.1% The school is <u>above</u> CI percentages	(b) Continued 2018-2019 Strategies <input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <input type="checkbox"/> 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; <input type="checkbox"/> Engage in targeted recruitment activities at Springfield district school's serving an especially high number of low- income students.
Students who are sub-proficient	(d) Continued 2018-2019 Strategies 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.
Students at risk of dropping out of school	(e) 2018-2019 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.
Students who have dropped out of school	(f) 2018-2019 Strategies 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).
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	(g) 2019-2020 Strategies <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 2019-2020

2018-2019 Implementation Summary:

We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 87% did not meet our retention goal of 90%. 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
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Retention Plan –2019-2020 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2018-2019 Strategies
School percentage: 8.3% Third Quartile: 18.4% The school's attrition rate is <u>below</u> third quartile percentages.	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Provide intensive support for IEP/504 students at all levels • Differentiate curriculum to meet the needs of IEP/504 students • Hire a 3rd full time SPED certified instructor • Hire an additional SPED paraprofessional to support students • Group students in cohorts based on similar needs and provide intensive one on one support.

Limited English-proficient students/English learners

(a) CHART data	(b) Continued 2018-2019 Strategies
School percentage: 8.5% Third Quartile: 23.9% The school's attrition rate is <u>below</u> third quartile percentages.	<input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> • Hire an 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/economically disadvantaged)

(a) CHART data	(b) Continued 2018-2019 Strategies
School percentage: 11.7% Third Quartile: 17.6% The school's attrition rate is <u>below</u> third quartile percentages.	<input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed.

Retention Plan –2019-2020 Strategies List strategies for retention activities for each demographic group.	
Students who are sub-proficient	(d) 2018-2019 Strategies Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school.
Students at risk of dropping out of school	(e) 2018-2019 Strategies 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
Students who have dropped out of school	(f) 2018-2019 Strategies Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities.
OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap	(g) 2018-2019 Strategies 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 5A Athletic program, the Springfield Parks athletic and after school programs, and through church youth groups.

APPENDIX C

School and Student Data Tables

Student demographic data

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	123	24.6
Asian	3	.6
Hispanic	342	68.4
Native American	0	0
White	25	5.0
Native Hawaiian, Pacific Islander	1	.2
Multi-race, non-Hispanic	6	1.2
Special education	101	20.2
Limited English proficient	65	13.0
Economically Disadvantaged	349	69.8

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Timothy L. Sneed <i>Executive Director</i>	School Leader	6/2013	N/A
Joretha Lewis <i>Principal</i>	Chief academic officer	6/2015	N/A
Dan Rossi <i>Project Manager</i>	Overseas teacher support and academic program structure	7/2015	N/A
Ebony Hopper <i>Dean of Student</i>	Responsible for school culture	1/2016	N/A
Melissa Mirhej, PhD <i>Director of Student Support</i>	Support students with special needs	8/2017	N/A
Chuks Ekwelum <i>Assistant Principal</i>	Instructional coaching	8/2018	5/2019

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	45	2	4 3.2	<ul style="list-style-type: none"> Non-renewal Resigned
Other Staff	19.7	3	0	

BOARD AND COMMITTEE INFORMATION	
Number of commissioners approved board members as of August 1, 2019	10
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Lisa deSousa Esq.	President	Governance Development	3	7/12-6/15 7/15-6/18 7/19-6/21
Paul Hyry-Dermith, PhD	1 st Vice President	Academic Success Personnel	1	7/16-6/19
Rebecca Blanchard, PhD	2 nd Vice President	Academic Success	1	7/16-6/19
Frank Robinson, PhD	Treasurer	Finance Governance Personnel	3	3/12-6/15 7/15-6/18 7/19-6/21

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
		Development		
Robert Nieves		Finance	2	7/15-6/18 7/19-6/21
Jennifer Hixon, DHSc	Secretary	Academic Success Governance	2	7/15-6/18 7/19-6/22
Willette Johnson		Personnel Academic Success	3	3/12-6/15 7/15-6/18 7/19-6/21
Kristine Allard		Development	2	11/16-6/19 7/19-6/22
Jennifer Sanchez		Academic Success	2	12/16-6/19 7/19-6/22
Rebecca Connolly, CPA		Finance	1	10/18-6/21

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Lisa deSousa, Esq.	lisacdesousa@gmail.com	No change
Charter School Leader	Timothy Sneed	tsneed@bacps.net	No change
Assistant Charter School Leader	Joretha Lewis	jlewis@bacps.net	No change
Special Education Director	Melissa Mirhej, PhD	mmirhej@bacps.net	No change
MCAS Test Coordinator	Joretha Lewis	jlewis@bacps.net	No change
SIMS Coordinator	Timothy Sneed	tsneed@bacps.net	No change
English Language Learner Director	Jack Sweeny-Taylor	jsweenytaylor@bacps.net	No change
School Business Official	Allison Touchette	atouchette@bacps.net	No change
SIMS Contact	Timothy Sneed	tsneed@bacps.net	No change

Facilities

There are no changes to our facilities.

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	September 6, 2019 February 14, 2020
Lottery	September 12, 2019 March 5, 2020

**BAYSTATE ACADEMY CHARTER PUBLIC SCHOOL
2019-2020 BOARD OF DIRECTORS MEETING SCHEDULE**

Date	Location	Time
September 12, 2019	2001 Roosevelt Avenue	5:30 – 7:00 PM
October 10, 2019	2001 Roosevelt Avenue	5:30 – 7:00 PM
November 14, 2019	2001 Roosevelt Avenue	5:30 – 7:00 PM
December 12, 2019	2001 Roosevelt Avenue	5:30 – 7:00 PM
January 9, 2020	2001 Roosevelt Avenue	5:30 – 7:00 PM
February 13, 2020	2001 Roosevelt Avenue	5:30 – 7:00 PM
March 13, 2020	2001 Roosevelt Avenue	5:30 – 7:00 PM
April 9, 2020	2001 Roosevelt Avenue	5:30 – 7:00 PM
May 14, 2020	2001 Roosevelt Avenue	5:30 – 7:00 PM
June 11, 2020	Annual Meeting-TBD	2:00 – 6:00 PM

School Conditions

Condition	Status
Have an outside agency perform an evaluation of our Math, English Language Arts and Science programs no later than April 30, 2018.	Condition met
Submit our action plan to DESE no later than May 31, 2018.	Condition met
Demonstrate improvement in our overall academic programs no later than December 31, 2019	TBD