



Baystate Academy

Charter Public School

2022-2023 ANNUAL REPORT
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<i>Name of School Baystate Academy Charter Public School</i>			
Type of Charter	Commonwealth	Location of School	Springfield
Regional or Non-Regional	Non-Regional	Chartered Districts in Region	N/A
Year Opened	2013	Year(s) Renewed	2018, 2023
Maximum Enrollment	560	Enrollment for 2022-2023	402
Chartered Grade Span	6-12	Grade Span for 2023	6-12
Number of Instructional Days per School Year (as stated in the charter)	183	Students on Waitlist for 2023	0
Final Number of Instructional Days during 2022-2023 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 2022-23	Ten 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.

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, but due to COVID-19, we had to cancel those trips. 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 were still able to teach our college and career readiness course to students.

Our senior class demonstrated resiliency as 100% of the graduating 2023 class were accepted into a two- or four-year college. They also received over \$4.0M in scholarship offers.

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.

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 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.

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?
February 24, 2023,	To allow the enrollment of incoming 11 th and 12 th grade students.	Approved

Access and Equity: Discipline Data

2021-22 Student Discipline https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=35020000&orgtypecode=5&=35020000 &					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	465	117	.2	24.7	.4
English Learner	34	7	0	20.6	0
Economically Disadvantaged	403	105	.2	25.6	.5
Students with Disabilities	95	30	0	31.6	
High Needs	415	108	.2	25.5	.5
Female	211	41	.5	19.4	
Male	254	76		29.1	.8
American Indian or Alaska Native	0	0			
Asian	3	0			
African American/Black	140	46		32.1	.7
Hispanic/Latino	295	66	.3	22.0	.3
Multi-race, Non-Hispanic/Latino	4	0			
Native Hawaiian or Pacific Islander	2	0	0	0	0
White	21	4	0	0	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.

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
New teacher training	Monthly meetings with Massachusetts school leaders.	Director of Curriculum and Instruction	22/23 PAC/TAC member bios School districts throughout the state.	Revised the DESE Guidelines for Educator Preparation Program Approval to include anti-racist and culturally responsive components.
Recruiting and retention strategies	Monthly meetings with working group.	Director of Curriculum and Instruction	Teach Western Mass representative and leaders from Springfield and Holyoke schools.	Baystate participated in Teach Western Mass job fairs, and the working group helped inform the creation of Baystate's Teacher Induction Program .
Instructional Coaching	3 day EL Education conference	ELA, Math, and Science Instructional Coaches	EL Education partner schools across the country.	Coaches shared Baystate's coaching model and worked with other coaches on our best practices. Baystate coaches brought back and implemented several professional development practices with teachers.
EL Education Crew structure	4 day national conference	Assistant Principal, Director of Curriculum and Instruction, Math Instructional Coach, History	EL National Conference included over 1500 people from EL schools across the country.	Baystate staff visited a high performing EL school in Chicago (Polaris) and learned/shared best practices. Baystate staff then attended workshops on diversity and inclusion, creating high-quality work for students, and Crew where Baystate staff shared best practices..

		teacher, Science teacher		As a result of what staff learned, Baystate did a major (and successful) Crew reset and started Staff Crew for teachers to learn and reflect on how to create a safe and challenging environment for students to engage in social/emotional lesson plans. Sample Staff Crew lesson plans. Sample Student Crew lesson plans.
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Academic Program Success

Student Performance

A. Baystate Academy Charter Public School Report Card

<https://reportcards.doe.mass.edu/2022/DistrictReportcard/35020000>

B. 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 administer the iReady on-line assessment to the 6th, 7th, 8th grades in Reading and three times a year. We use the results to gauge where students are with respect to being on grade level in those content areas. Students do iReady lessons based on their diagnostic scores throughout the year during Intervention block.

C. Performance Summary

Strategic Plan Goal: iReady. Students on level will reach normal growth:

- Winter – 40% to EOY goal,
- Spring 70% to EOY goal
- 22/23 results: Reading, 43%; Math, 41%

Strategic Plan Goal: iReady. Students below level will reach stretch growth:

- Winter--40% to EOY goal,
- Spring – 70% to EOY goal
- 22/23 results: Reading, 11%; Math, 14%

Strategic Plan Goal: NWEA growth:

- Winter--40% to EOY goal,
- Spring--70% to EOY goal
- 22/23 results: Reading: 59%, Math: 46%, Science: 45%

iReady: Based on this year's assessments, overall, 70% of our students didn't achieve their typical or stretch growth goals, which was our target.

NWEA: Based on this year's assessments, overall, 70% of our students didn't achieve the growth during this year that we anticipated.

While students used iReady for progress monitoring and daily Intervention work, students showed significantly higher growth on NWEA Reading assessments. For example, 6th grade students showed that 33% met their iReady Reading typical growth goals, but NWEA showed that 74% met their Reading growth goals. Similarly, 46% of 7th grade students met their iReady Reading goals, but 81% met their NWEA Reading goals.

Overall, in both middle school and high school, on average, 40-60% of students met their growth goals in Reading, Math, and Science. Grades 6 and 7 exceeded their 70% growth target in Reading, and in 10th and 11th over 50% met their growth goals. Grade 9 saw 63% of students meeting their Math growth goals, and 8th and 10th grades had 50% of students meeting their Math growth goals. Grade 7 had 56% of students meeting their growth goal in Science.

Academic Program

Instruction:

Instructional priorities for the 2022- 2023 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 iReady, Khan Academy, Study.com and CommonLit. This instructional design allowed the organization to provide uninterrupted instructional services to all students.

For the 2022- 2023 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 revised 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 Curriculum Associates 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 2022- 2023 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 - **LearnZillion Illustrative**
- ELA 6th- 10th - **StudySync ELA McGraw Hill**
- Social Studies 6th - 8th - **McGraw Hill**
- Science 6th-8th - **Amplify**
- Spanish - **McGraw Hill**

Assessments

- 6th - 12th - NWEA - (Math/ ELA/ Science)
- 6th - 8th - iReady - (ELA /Math/ Plus Intervention)
- Quarterly summative assessments built into the purchased curriculum, as well as formative assessments provided by the curriculum.

Intervention Tools

- Math - Curriculum Associates iReady - Intervention
- Social Studies (Civics) - NewsELA - Intervention/ Supplemental
- ELA - Curriculum Associates iReady - 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.

Budget and Finance**FY23 Unaudited Income Statement**

Operating Revenues	
Student Tuition	\$6,896,278
Federal and State Grants	\$2,975,335
Total operating revenues	<u>\$9,871,613</u>
Operating Expenses	
Salaries	\$4,918,859
Contracted teachers	\$956,405
Payroll taxes	\$142,661
Fringe benefits	\$496,389
Occupancy cost	\$394,612
Telephone	\$46,583
Professional development	\$48,659
Insurance	\$33,974
Student supplies and materials	\$131,432
Technology	\$227,570
Professional services	\$992,759
Dues, licenses and subscriptions	\$49,459
Repairs, maintenance and supplies	\$395,586
Transportation	\$127,984
Testing and assessments	\$25,735
Payroll service charge	\$9,924
Rental equipment	\$49,848
Board expenses	\$18,952
Advertising	\$25,597
Depreciation and amortization	\$151,723
Travel	\$32,467
Audit	\$32,571
Utilities	\$206,805
Misc. expenses	\$8,939
Health Services	\$44,869
Food Services	\$11,781
Non instructional supplies	\$86,642
Athletic services	\$46,909
Total Operating Expenses	<u>\$9,715,694</u>
Operating Income	\$155,919
Nonoperating revenue (expenses)	
Private grants	\$40,862
Interest expense	-\$628
Other income	\$89,426
Total Nonoperating revenue	<u>\$129,660</u>
Change in net position	<u>\$285,579</u>

FY23 Unaudited Balance Sheet

ASSETS

Current Assets

Cash and cash equivalents	\$1,979,918
Capital reserve	\$1,580,857
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$81,686
Due from related parties	\$94,546
Grants Receivables	\$874,848

Total Current Assets \$5,361,855

Noncurrent Assets

Capital assets, net \$275,752

Total Noncurrent Assets \$275,752

TOTAL ASSETS \$5,637,607

LIABILITIES

Current Liabilities

Accounts Payables	\$197,538
Accrued Expenses	\$106,541
Deferred Revenue	\$10,000
Student Funded Activities	\$2,280

Total Current Liabilities \$316,359

Noncurrent Liabilities

Long Term Debt \$0

Total Noncurrent Liabilities \$0

TOTAL LIABILITIES \$316,359

Net Position

Unrestricted \$5,321,248

Total Net Position \$5,321,248

TOTAL LIABILITIES AND NET POSITION \$5,637,607

FY24 Operating Budget

Operating Revenues	
Student Tuition	\$7,372,380
Federal and State Grants	<u>\$2,410,190</u>
Total operating revenues	<u><u>\$9,782,570</u></u>
Operating Expenses	
Salaries	\$6,118,097
Payroll taxes	\$141,639
Fringe benefits	\$396,000
Occupancy cost	\$394,608
Telephone	\$48,000
Professional development	\$63,800
Insurance	\$30,500
Student supplies and materials	\$204,000
Office supplies and materials	\$7,500
Technology	\$169,824
Professional services	\$868,600
Dues, licenses and subscriptions	\$53,189
Repairs, maintenance and supplies	\$361,200
Legal	\$6,000
Transportation	\$94,200
Testing and assessments	\$5,000
Payroll service charge	\$6,000
Advertising	\$16,000
Depreciation and amortization	\$156,000
Travel	\$30,000
Utilities	\$187,000
Other student services	\$33,900
Health Services	\$13,500
Board Expenses	\$14,400
Fundraising	\$0
Audit fees	\$28,356
Rental equipment	\$36,000
Athletic services	<u>\$109,214</u>
Total Operating Expenses	<u><u>\$9,592,527</u></u>
Operating Income	\$190,043
Nonoperating revenue (expenses)	
Private grants	\$19,032
Interest expense	-\$8,454
Other income	<u>\$0</u>
Total Nonoperating revenue	<u><u>\$10,578</u></u>
Change in net position	\$200,621

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2023-2024 Operating Budget on May 11th, 2023 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	387
Number of students upon which FY24 budget tuition line is based	380
Number of expected students for FY24 first day of school	400
Please explain any variances: We budget for 5% attrition	

Capital Budget for FY24

Category	Budget	Description
Computers	\$103,750	Chromebooks and laptops for students
Furniture	\$8,700	New science room furniture
Equipment	\$66,000	Science program equipment
Construction	\$6,000,000	Gymnasium construction
Contingency	\$21,550	
Total Budget	\$6,200,000	

Capital Plan – Gymnasium Construction Project

We plan on constructing a gymnasium on the school property. It will consist of a high school regulation floor with two side courts. It will seat approximately 400 students and will include additional classrooms, breakout rooms, offices, training rooms, boys, and girl’s locker room. The project will start the fall of 2023 and should be completed in 2024. The school has also established a reserve for this project.

The Baystate Academy Charter Public School’s Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2023-2024 Capital Budget on May 11th, 2023 at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

APPENDIX A

Accountability Plan Evidence 2022-2023

Faithfulness to Charter

	2022-2023 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	2022-23: % Of Students entering below grade level, improving by 2 grade levels: <ul style="list-style-type: none"> 6th – 0%, 7th – 0%, 8th – 1% % Of Students entering at grade level improving by 1 grade level <ul style="list-style-type: none"> 6th – 4%, 7th – 5%, 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.	Met	Students enrolled in: <ul style="list-style-type: none"> College and Career Readiness-100% Health Care Exploration-100% SAT prep-100%
Measure: Annually, 75% of 11 th grade students will achieve a 510 math and 460 Evidence-based Reading and Writing score on the SAT	Not Met	35% of the students met the math target 26% of the students met the EBRW target
Measure: Annually, 75% of 12 th grade students will achieve a 530 math and 480 Evidence-based Reading and Writing score on the SAT	Not Met	None of our students took the SAT test during their senior year as they took the test during their senior class
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	Our students did not take the ACT this year.
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	100% of our students were not able to complete an internship
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.		

	2022-2023 Performance (Met/Partially Met/Not Met)	Evidence
Measure: 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	Met	92% of students were proficient in HOS
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>	Partially Met	<ul style="list-style-type: none"> • 62% Student Led Conference participation rate • 95.8% 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.	Not Met	100% of students did not produce 2 pieces of High-Quality work
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.	Met	15% of our students met the proficient standard

Dissemination

	2022-2023 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	No evidence submitted
Measure: By the end of the charter term, Baystate Academy will annually present at an EL Education national conference	Not Met	No evidence submitted
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	No evidence submitted

APPENDIX B

Charter School Recruitment and Retention Plan Template

Recruitment Plan 2022-2023

School Name: Baystate Academy Charter Public School

2022-2023 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 a 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 2, 2023 at 5:00 pm.

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

General Recruitment Activities for 2023-2024:

- Advertise in the African American Point of View newspaper, Masslive.com and social media.
- Information sessions to be held at the school during November 2023 through January 2024
- 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
- Staff made presentations to Paulo Freire students at their school and at our school

Recruitment Plan – 2023-2024 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 22.1%</p> <p>GNT percentage:17.3%</p> <p>CI percentage:18.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/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”, • School’s special education programs will be highlighted on our website
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage:8.5%</p> <p>GNT percentage:7.7%</p> <p>CI percentage:8.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/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. <p>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.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage:84.3%</p> <p>GNT percentage:71.0%</p> <p>CI percentage:75.6%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p align="center">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/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.
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Recruitment Plan – 2023-2024 Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	(d) Continued 2022-2023 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.
<u>Students at risk of dropping out of school</u>	(e) Continued 2022-2023 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.
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	(f) Continued 2022-2023 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 <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(g) Continued 2022-2023 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

2023-2024

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2022-2023 Retention Plan.

2022-2023 Implementation Summary:

We were able to recruit and enroll a student body with the demographics characteristics we were targeting. Our retention rate of 82% was lower than our retention goal of 90%. A significant reduction was the result of our school principal leaving and students were invested in her presence. 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 – 2022-2023 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage:13.3% Third Quartile:14.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <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 • 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.
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Limited English-proficient students/English learners

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage:6.9% Third Quartile:20.6%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 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
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><u>(a) CHART data</u></p> <p>School percentage:17.2% Third Quartile:15.8%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p align="center">(b) Continued 2021-2022 Strategies</p> <p>☒ Above third quartile: additional 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 2022-2023 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 2022-2023 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</u> <u>*only schools serving students who are 16 and older</u></p>	<p align="center">(f) Continued 2022-2023 Strategies</p> <p>Strategies: Enroll students in Saturday Academy to provide added academic and social emotional support and enrichment opportunities.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2022-2023 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 5A Athletic program, the Springfield Parks athletic and after school programs, and through church youth groups</p>

APPENDIX C

School and Student Data Tables

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35020405&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	% of School
African American	28.9
Asian	.5
Hispanic	64.4
Native American	0
White	4.7
Native Hawaiian, Pacific Islander	.7
Multi-race, non-Hispanic	.7
Selected Populations	
First Language not English	23.4
English Language Learner	8.5
Students with Disabilities	22.1
High Needs	88.8
Low income	84.3

ADMINISTRATIVE ROSTER FOR THE 2022-2023 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Timothy L. Sneed <i>Executive Director</i>	School Leader	June 2013	N/A
Maria Williams <i>Principal</i>	Chief academic officer	July 2022	November 2022
LeighAnne Decoteau <i>Interim Principal</i>	Chief academic officer	December 2022	June 2023
Sonia Dwyer <i>Director of English Language</i>	Provides leadership, supervision and student support for our EL students	June 2013	N/A
Doug Brunette <i>Director of Student Support Scvs</i>	Provides leadership, supervision and student support for counseling and wellness	June 2013	N/A
Marc Anders Assistant Principal	Provides leadership, supervision and student support for our middle school students	June 2021	N/A
Sonia Hill <i>Director of Special Education</i>	Provides leadership, supervision and student support for our EL students	June 2013	N/A

TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 SCHOOL YEAR				
	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	47	4 4 2	2	Termination Resignation Medical leave Relocation
Other Staff	26	4		Termination

BOARD MEMBERSHIP DURING THE 2022-2023 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)
Jennifer Hixon, DHSc	President	Academic Success Personnel Governance	2	7/18 – 6/21 7/21-6/24
Martha Anderson	1 st Vice President	Academic Success	1	7/20-6/23
Peter Blain	2 nd Vice President	Academic Success	1	7/21-6/24
Robert Nieves	Treasurer	Finance	2	7/18 – 6/21 7/21-6/24
Caitlin Castillo, Esq.	Secretary	Governance	1	7/21-6/24
Rebecca Connolly, CPA		Finance	1	7/21-6/24
Gilberto Amador		Finance	1	7/20-6/23
Stephanie Logan, PhD		Academic Success	1	7/20-6/23
Paul Hyry-Dermith, PhD		Academic Success	2	7/18 – 6/21 7/22-6/25
Frank Robinson, PhD		Academic Success	1	7/22-6/25
Lisa deSousa Esq.		Governance	1	7/22-6/25

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
Date/Time	Location
2 nd Thursday of the month – September -June 5:30 p.m. – 7:00 p.m.	2001 Roosevelt Avenue, Springfield, MA

COMMITTEE MEETING SCHEDULES FOR THE 2023-2024 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Governance	1 st Wednesday of the month – September – June, 5:00 p.m.	2001 Roosevelt Ave Springfield, MA 01104
Finance	2 nd Wednesday of the month – September – June 4:30 p.m.	
Academic Success	3 rd Thursday of the month September – June 5:00 p.m.	
Personnel	When needed	
Development	4 th Thursday of the month September – June 5:00 p.m.	

http://bacps.net/wp-content/uploads/2023/09/BOT-FY24_All-Meetings-1.pdf

Appendix D

Additional Required Information

Facilities

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

Enrollment

Action	2023-2024 School Year Date(s)
Student Application Deadline	February 16, 2024
Lottery	March 7, 2024

Appendix E

A. Conditions

Condition	Status
<p>Demonstrate improvement in our overall academic programs no later than December 31, 2025</p>	<p>Working with our strategic partners, SchoolWorks and El Education, we've provided staff and intensive support on their instructional practices.</p> <p>We purchased culturally relevant and structured curriculum for math, science and English.</p> <p>We incorporated a co-teaching model in classes where the cohort had a large number of students with special needs.</p> <p>We increased our staffing to support students with special needs.</p> <p>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.</p> <p>We refined our data review process to ensure teachers and students knew the student's deficits and actions required to accelerate their learning.</p>

B. Complaints

There were no complaints received by the board of directors during 2022-2023.

C. Assessment Data

See the attachment