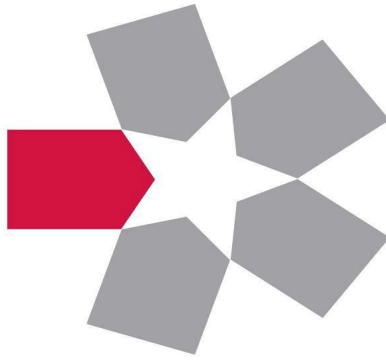




Baystate Academy

Charter Public School

2025-2026 ANNUAL REPORT

August 1, 2026

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Baystate Academy Charter Public School

Mission Statement:

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.

School Facts

School Fact Type	School Facts
Type of Charter	Commonwealth
Location	Springfield
Regional or Non-Regional	Non-Regional
Districts in Region	N/A
Year Opened	2013
Year(s) Renewed	2018, 2023
Maximum Enrollment	560
Chartered Grade Span	6 - 12

Faithfulness to Charter

Baystate Academy educational design is based on the core principals of the **EL Education model**. This year, we have continued to take focused and intentional steps to complete the full implementation of the EL model.

EL Education: We continue to further implement all aspects of the EL educational model. Aspects of the model include the curriculum, specific instructional practices, cultural and character components, assessment, and characteristics of administrators. The EL model curriculum is built on cross curricular learning expeditions, case studies, projects, fieldwork, service learning, original research, critical thinking, problem solving, and character building. We define achievement as mastery of complex academic content and rigorous preparation for college. It also includes the creation of complex, authentic work and meaningful contributions to society. We measure our work through the lens of three dimensions of student achievement:

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

Annually we work with our EL school designer, who consults with us throughout the year on instructional practices and delivering professional development to teachers. A component of our annual review is the completion of an “Implementation Review (IR)”. We measure the school performance against the rubric of 26 EL core practices. This is one of the measurements to determine whether a school can become a credential EL Education school. Our scores have significantly increased since coming out of covid and should position us within the next few years to apply for the credentialing.

College and Career Readiness

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. A college-focused culture is visibly present in our school and includes posted college banners in the entrance and front lobby area, and the organization of student cohorts by both regional and notational college names. Our 11th and 12th graders annually create 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 from all grades also participated in class trips to colleges.

Evidence of College and Career Readiness includes:

- 100% of the Class of 2026 seniors were accepted into two- or four-year colleges. 50% decided to attend a four-year institution, 33% attending a two-year college and 17% attending a trade school. Students earned nearly \$3M in scholarships and grants and received acceptance from 58 different colleges including prestigious regional institutions such as UMass Amherst, Springfield College and Western New England University. And in accordance to the school’s mission, 40% of these graduate’s plan on pursuing a career in the health sciences.
- School-wide college visits included institutions like Springfield College, UMass-Amherst, Western New England University, Westfield State, American International College, Framingham State University and Clark University. Partnerships with these colleges provided students significant exposure to college life and positively impacted their interest and pursuit of college acceptance.

Immersion in Healthcare Careers

We continue to increase our focus in the area of engaging our students with potential Healthcare Careers. A major element of this work is 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.

And in accordance to the school's mission, 40% of our 2026 graduating class plan on pursuing a career in the health sciences.

Health Sciences: We introduce students to healthcare through Project Lead the Way (PLTW) Biomedical Science.

Project Lead The Way (PLTW) is a nationally recognized nonprofit organization that provides a transformative STEM (Science, Technology, Engineering, and Mathematics) curriculum for students and professional development for teachers. At Baystate Academy, our PLTW Biomedical Science pathway focuses on human medicine, genetics, infectious diseases, and healthcare while developing students' research, problem-solving, and career readiness skills. Students start a Biomedical Career Connections Notebook in 9th grade that follows them throughout their PLTW coursework, allowing them to explore a wide variety of biomedical careers and postsecondary opportunities.

9th Grade – Principles of Biomedical Science (PBS)

Students begin the PLTW Biomedical Science pathway with Principles of Biomedical Science (PBS). Through investigations involving medical design, data analysis, disease outbreaks, clinical empathy, and health promotion, students explore the broad range of careers available in the biomedical sciences while building foundational scientific and professional skills.

During the **2025–2026** school year, one of the highlights of PBS was students earning hands-on experience with suturing techniques and participating in Stop the Bleed® training. These activities introduced students to essential emergency response skills while reinforcing the importance of quick decision-making, teamwork, and patient care in real-world medical settings.

10th Grade – Human Body Systems (HBS)

Students continue the PLTW pathway with Human Body Systems (HBS), where they experience medicine through authentic clinical scenarios. Students diagnose patients, develop treatment and rehabilitation plans, participate in adventure medicine case studies, and design laboratory investigations exploring human development and aging. Hands-on learning includes constructing organs on PLTW Manikins using clay, measuring blood pressure, performing ultrasounds and EKGs, studying fractures, developing treatment plans, and dissecting several animal specimens.

As part of the **2025–2026** Expedition, HBS students completed Unit 1 by taking on the role of Doctors of Physical Therapy. They conducted patient histories, analyzed X-rays and MRIs, reconstructed injured muscles using clay, developed treatment plans, and recommended appropriate rehabilitation strategies. The Media Center was transformed into a physical therapy office where students presented professional videos explaining their recommendations, demonstrated therapeutic exercises, and answered questions from visitors serving as patients and family members.

11th Grade – Medical Interventions (MI)

In Medical Interventions (MI), students investigate how to prevent, diagnose, and treat disease through the lens of a fictional family whose medical history unfolds throughout the course. Students study genetics, DNA, infectious diseases, vaccines, and emerging medical technologies while applying scientific reasoning to real-world health challenges. Through engineering design challenges, such as creating a prosthetic arm, students integrate biomedical science with innovation and problem-solving while gaining a deeper understanding of modern healthcare and medical research.

Baystate Springfield Educational Partnership

We maintained our efforts to enroll our juniors and seniors in the Baystate Springfield Educational Partnership (BSEP) program, a health career pathway program that introduces students to workplace-based experiences at Baystate Medical Center. BSEP guides students through experiences in health care careers by providing hospital-based learning experiences to explore different careers and engage in observations. We also have relationships with the Black Nurses Association, Hispanic Nurses' Association and the MassHire Hampden County Workforce Board. Lastly, students take required courses in Health Careers Exploration and Public Health to round out their understanding of the array of health careers available and health related concepts and issues to explore in their post-secondary endeavors.

Student Character Development

Character and life habits are essential to being successful in college and, subsequently, in life. Our students focused on essential skills such as (1) Team building/Collaboration, (2) Empathy/Compassion (3) Responsibility and (4) Wellness. These habits are developed through a variety of school structures, rituals, traditions, and ceremonies. The school has implemented the cultural and character aspects of EL. Each class spends a week in the beginning of the year reviewing school wide and classroom specific expectations that are posted in classrooms. A major focus to implementing the EL model is our focus on student character building.

This year we introduced our "Pathways To Success" program which was designed to provide a classroom behavior progression system & PBIS integration. This system was designed to support student growth in the Habits of Scholarship: "Preparedness & Engagement in All Activities".

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 five times a week with opportunities to expand this time within the flexible block schedule as needs arise. CREW class size does not exceed 13 students, which promotes a deep sense of community and belonging.

Evidence:

- This year 92% of students demonstrated proficiency in our Habits of Character for the School Year of 2025/26. Students received their HOC standards-based grades from their performance and participation in their Crew class period.
- 63% of our teachers met the goal of utilizing the language and modeled the habits of character and habits of scholarship in crew and in academic classrooms. 65% of our teachers utilized Tier 1 behavior systems and supports (MTSS). Our 2025-2026 goal was 100% compliance. This however is an improvement over FY25.

Access and Equity

☐ Enrollment by Race/Ethnicity (2025-26)

Here is the [link](#) to the page with enrollment data by race/ethnicity for Baystate Academy Charter Public School.

☐ Selected Populations (2025-26)

Here is the [link](#) to the page with enrollment data for selected populations for Baystate Academy Charter Public School.

☐ 2024-25 Student Discipline Data Report

Here is the [link](#) to the page with student discipline data for 2023-24 for Baystate Academy Charter Public School.

Dissemination

Dissemination Activities *Beyond* the District Where the School Is Located 2025-26

School Year Dissemination Occurred	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
FY26	High Quality Work	EL Northeast Regional Leadership Cohort Boston, MA January 28-30, 2026	Stephen Greene (Principal) Kasinda Bristol (Assistant Principal 6-7) Zayda Njiiri (Assistant Principal 8-9) Marc Anders (Assistant Principal 10-12)	• Christa McAuliffe • Codman Academy • Conservatory Lab • Expeditionary Learning Middle School • Four Rivers • Old Sturbridge Academy • Portland Schools • Rochester City Schools • Springfield International Charter School • Syracuse City Schools • Springfield Renaissance	As a result of sharing our high-quality work and reviewing high quality work from other schools, Ms. Bristol, Njiiri and Mr. Anders focused on developing a professional development session on high quality work and creating the context for deeper learning.
FY26	Habits of Character and Scholarship	Rethinking Discipline Convening UMass-Amherst May 5, 2026	Tim Sneed – Executive Director Yvette Tootle – Director of Special Education	• Springfield Public Schools • Holyoke Public Schools • Chicopee Public School • Lynn Public Schools	We shared our newly modified HOS and HOC standards, which have helped drive the growth of our school community, strengthen students' sense of belonging, and improve behavioral outcomes. Our goal is to further embed these standards into the fabric of our

					school culture by equipping all students with a shared SEL language and a common understanding of our community values. Based on the conversation and feedback, our team developed end-of-year plans to strengthen staff understanding of how to meaningfully integrate HOS and HOC language into their classrooms and daily interactions with students.
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Academic Program Success

Student Performance

[Baystate Academy Charter Public School's 2025 Report Card](#)

2025 School Report Card

- MCAS Data - State Testing
 - Highlights:
 - Grade 10 Mathematics showed higher growth than the state. Baystate is in the 60th percentile versus the State's 50th in 2025. Additionally, in 2024, our 10th grade mathematics growth percentile was only the 35th so the 60th percentile for 2025 is a significant increase.
 - Our growth percentile for Grade 10 English Language Arts increased from the 30th percentile in 2024 to the 42nd in 2025.
 - Grades 6-8 showed an increase in the percent of students meeting or exceeding expectations in both ELA and Mathematics. In ELA, Baystate increased from 6% to 9%. In Mathematics, the increase was from 7% to 10%. While seemingly small, this is a 50% improvement for ELA and 43% improvement for Mathematics.
 - Our ACCESS data for 2025 shows a higher percent of students making progress at 24% compared to 16% in 2024. We also had 100% participation in the testing versus 98% the previous year.
 - Baystate made gains in the percent of students meeting or exceeding expectations in the following areas: Grade 6 ELA increased 6%, Grade 7 ELA increased 3%, Grade 7 Math increased 5%, Grade 8 Math increased 9%, and Grade 8 STE increased 6%.
 - There was also a decrease in the percent of students not meeting expectations in the following areas: Grade 6 ELA decreased 10%, Grade 8 ELA decreased 9%, Grade 8 Math decreased 10%, Grade 8 STE decreased 21%, Grade 10 ELA decreased 29%, and Grade 10 Math decreased 10%.
 - While our MCAS scores remain below the state, we are seeing a shift in the data toward partially and meeting expectations and higher growth, specifically in Grade 10.
 - Areas for Growth:
 - We continue to focus on developing a culture of assessment of achievement in our school for students who have historically struggled in school. Our first priority was student belonging at school which has been a relative success, so as a next step, we can leverage the environment we created in order to improve student assessment achievement.
- NWEA Data - Schoolwide Assessment Given 3 Times a Year (September, February, and June)
 - Highlights:
 - Shown in Table 1 in the Supplemental Information About Student Achievement, the percent of students at or above grade level in math increased from 18% for the 7th grade cohort in 2024-2025 to 39% for that same cohort in 2025-2026. Three other cohorts also showed an increase. The 9th, 10th, and 11th grade cohorts also increased from 2024-2025 to 2025-2026.
 - Also shown in Table 1, the 8th, 9th, and 10th grade cohorts in 2024-2025 showed an increase in the percent of students at or above grade level. The grade 10 cohort improved by 18%, the most of any cohort.
 - For science, shown in Table 1, our 7th, 8th, and 9th grade cohorts improved. The 9th grade cohort had a 19% increase in students at or above grade level from the 2024-2025 school year to this year.
 - Shown in Table 2 in the Supplemental Information About Student Achievement, all of our grade level cohorts showed an increase in the percent of students meeting growth targets in Science from 2024-2025 to this year.
 - Table 2 also shows that the 7th, 9th, 10th, and 11th grade cohorts from 2024-2025 had an increase in the percent of students meeting their growth targets this year.

- Areas for Growth:
 - Only two cohorts of students improved the percent of students meeting their growth goals in Reading. As a school only 44% of students hit their growth target from Fall to Spring. The goal set was for 75% to hit their growth target.

To improve student performance, we have restructured our intervention blocks to include more independent reading to increase fluency and stamina. We also have purchased Accelerated Reader (AR) to assess students' comprehension at the completion of a book to inform intervention instruction. Additionally, we are using a new platform called Bloomy which assesses students in both English Language Arts and Math to place them in an individualized plan for improving in those areas. What separates these tools is how they align with student voice and preference. We utilized Bloomy on a pilot basis with our Middle School students for ELA and saw extremely high levels of engagement, far higher than engagement with our traditional IXL tool. Students' utilization of Bloomy is guided by their NWEA scores from the Fall, which will also be considered into the creation of the plans for student intervention.

Our students also demonstrated high engagement with our DEAR program that we leverage during WIN, therefore, we are doubling our investment, increasing student access to books, and comprehensive tracking of their accomplishments for awards and celebrations.

In our core content classes, we will improve performance by focusing on high-leverage instructional practices for annotation and vocabulary acquisition to improve scores in ELA/Reading. Revision, while already mandatory in practice, will be a mandatory component of weekly lesson plans to ensure that we are intentionally building that process into every learning environment of the building to target skill development. Professional development will include these high-leverage practices as well as standards-based feedback for students, so they have a clear understanding of what is needed to be successful and grow.

Program Delivery

Instructional Approach

Baystate Academy's instructional program during the 2025–2026 school year was driven by the priorities established in its comprehensive strategic plan, developed in partnership with EL Education. The plan serves as the school's roadmap for improving teaching and learning by establishing measurable goals, defining performance indicators, and identifying specific actions aligned with school-wide improvement efforts. Progress toward these goals was monitored quarterly through the review of student achievement data, analysis of student work, and classroom observation evidence.

To support consistent implementation of the strategic plan, administrators conducted monthly instructional walkthroughs focused on key instructional expectations. Observations examined the extent to which classroom instruction reflected state standards, incorporated close reading strategies, provided students with regular opportunities to write, and promoted meaningful academic discussion. These instructional practices remained central to the school's improvement efforts throughout the year.

Professional learning and instructional support centered on three interconnected areas: instructional planning, classroom practice, and assessment. The Instructional Coaching team facilitated ongoing cycles of data analysis and reflection, using evidence to measure progress toward established goals and identify next steps for improvement. A carefully designed master schedule ensured that instructional time was maximized across all grade levels and content areas. Lesson plans were reviewed each week to confirm alignment with grade-level standards while emphasizing engaging lesson openings through Do Now activities and the use of exit tickets to monitor student mastery of daily learning objectives.

Students in every grade participated in approximately 60–63 minutes of daily instruction in each core academic subject as well as their connections courses. Grades 6–11 also participated in a dedicated 60-minute WIN (What I Need) block each day, providing additional support in English Language Arts and Mathematics. This intervention

period utilized instructional resources such as IXL and the Drop Everything and Read (D.E.A.R) initiative to strengthen foundational skills and provide target academic support.

At the high school level, teachers engaged in regular collaborative planning and intervention meetings organized by grade-level teams. Weekly sessions with Instructional Coaches focused on reviewing assessment data, analyzing student work, and identifying instructional priorities. Using a structured improvement protocol, teachers selected specific instructional challenges and implemented targeted strategies over four- to six-week instructional cycles, making adjustments based on evidence of student learning and identified areas of need.

The majority of our instructional approach remained the same. A few key differences were the expansion of the WIN block to include grades 9-11. We also added more focus on reading by implementing the D.E.A.R program in WIN and an independent reading program in all our ELA classrooms.

Curriculum Overview

The curriculum at Baystate Academy is designed to align with the Massachusetts Curriculum Frameworks, providing a coherent and rigorous educational experience across all grade levels. Teachers used pacing guides and curriculum maps throughout the year to ensure appropriate sequencing of instruction while creating opportunities for both academic acceleration and targeted intervention. A common curriculum planning template was used school-wide to organize instructional units by identifying essential standards, unit objectives, instructional timelines, assessment measures, essential questions, and major concepts.

In grades 6–8, English Language Arts instruction is supported through EL Education curricular resources while grades 9-12 use Odell. Our Pre-AP English I and AP Literature and Composition courses are implemented using College Board-approved course frameworks to ensure consistency with national AP standards and expectations. Mathematics for grades 6-12 uses the Illustrative Mathematics curriculum. Science instruction from grades 6 through 12 follows the Massachusetts 2016 Science and Technology/Engineering Framework and emphasizes inquiry, laboratory investigations, engineering practices, and the integration of literacy within science instruction. Middle school science courses are also aligned with the expectations outlined in the Next Generation Science Standards (NGSS). Grades 6-8 use Amplify to meet these expectations.

High school students enrolled in the biomedical science pathway complete a sequence of Project Lead the Way courses, including Principles of Biomedical Science, Human Body Systems, and Medical Interventions. These courses follow the curriculum, instructional resources, and assessments developed by Project Lead the Way.

For Social Studies, grades 6 and 7 use Investigating History. Grades 8-12 follow the Massachusetts Frameworks through a progression of courses beginning with Civics in grade 8. Then students take World History, US History I, US History II, and finally US Government and Economics.

Our curriculum remained that same from 2024-2025 through 2025-2026.

Curriculum

- Mathematics 6th - 12th - Illustrative Math
- ELA 6th- 8th – EL Education
- ELA 9th-12th - Odell
- ELA 12th - College Board AP Curriculum
- Social Studies 6th & 7th - Investigating History
- Science 6th-8th - Amplify
- Spanish - McGraw Hill

Assessments

- NWEA Administered 3 times a year (September, February, and June)
 - 6th - 12th (Math/ ELA)

- 6th - 10th (Science)
- Final Exams* to Grade 12 students in Math, ELA, and Science
- End of Course Exam for PLTW Classes (Grades 9-11)
- Quarterly summative assessments built into the purchased curriculum, as well as formative assessments provided by the curriculum.
- Daily Exit Tickets for formative assessment.
- MCAS - State mandated

*The final exams were a part of our new graduation requirements to ensure student mastery in ELA, Math, and Science.

Intervention Tools

- Math and ELA - Intervention - IXL
- Social Studies (Civics) - Intervention/ Supplemental - IXL (middle school)
- Science - Intervention - IXL (middle school)
- Special Education - Math 180 and Read 180
- Pilot from April to June of Bloomy (personalized intervention tool for ELA)

Meeting the Needs of Diverse Learners

Baystate Academy is committed to providing instruction that addresses the varied academic strengths, learning needs, and backgrounds of every student. Differentiated instruction is an expectation across all classrooms, with teachers intentionally designing lessons that offer multiple pathways for students to access content and demonstrate understanding. Depending on student needs, instructional support may include visual scaffolds, anchor charts, teacher conferencing, flexible small-group instruction, and other targeted strategies that promote meaningful engagement and learning.

Students receiving special education services are provided with individualized interventions based on the requirements outlined in their Individualized Education Programs (IEPs). Tier 3 services in English Language Arts and Mathematics are delivered in small-group settings by special education teachers or teaching assistants to provide intensive, skill-focused instruction. During the 2025–2026 school year, the school also implemented HMH Math 180 and Read 180 to strengthen intervention services in mathematics and literacy. In addition to these intensive supports, Tier 2 interventions are delivered collaboratively within the general education classroom through co-teaching and coordinated instruction between general education teachers and special education staff.

English Learners receive additional instructional assistance during core academic classes, including English Language Arts, Mathematics, and Science. An English Learner paraprofessional provides in-class support that helps students access grade-level curriculum while strengthening their language development.

Universal academic support was available to all students through the school's Tier 1 intervention model. Grade 6-11 students participate in a daily WIN (What I Need) block. These structured intervention opportunities provide additional instructional time for individualized support and skill development. During WIN, middle school students rotate among their core academic teachers, allowing them to receive targeted assistance across each content area based on identified learning needs.

The Special Education Department's professional development emphasized the development of high-quality, student-centered IEPs and included training on meaningful family engagement, effective collaboration with families of English Learners with disabilities, the use of student data to develop comprehensive learner profiles, writing present levels of performance, developing measurable goals, and identifying appropriate accommodations and modifications to support student success.

There were no major changes to how we met the needs of our diverse learners. The main addition was bringing the WIN intervention block into the high school.

Organizational Viability - Finance

FY26 Unaudited Income Statement

Operating Revenues	
Student Tuition	\$7,424,846
Federal and State Grants	<u>\$658,294</u>
Total operating revenues	<u><u>\$8,083,140</u></u>
Operating Expenses	
Salaries	\$5,176,323
Payroll taxes	\$205,636
Fringe benefits	\$536,850
Occupancy cost	\$414,343
Telephone	\$42,675
Professional development	\$56,192
Insurance	\$52,472
Student supplies and materials	\$181,462
Technology	\$95,413
Professional services	\$326,391
Dues, licenses and subscriptions	\$40,825
Repairs, maintenance and supplies	\$380,232
Transportation	\$214,530
Testing and assessments	\$3,077
Payroll service charge	\$12,184
Rental equipment	\$47,238
Board expenses	\$29,383
Advertising	\$44,034
Depreciation and amortization	\$62,110
Travel	\$1,630
Audit	\$50,616
Utilities	\$175,146
Misc. expenses	\$6,584
Health Services	\$10,613
Food Services	\$4,401
Non instructional supplies	\$70,149
Athletic services	<u>\$113,792</u>
Total Operating Expenses	<u><u>\$8,354,301</u></u>
Operating Income	\$271,161
Nonoperating revenue (expenses)	
Private grants	\$10,350
Interest Income (expense) net	\$94,138
Other income	<u>\$187,484</u>
Total Nonoperating revenue	<u><u>\$291,972</u></u>
Change in net position	<u><u>\$20,811</u></u>

FY26 Unaudited Balance Sheet

ASSETS

Current Assets

Cash and cash equivalents	\$2,143,163
Capital reserve	\$1,781,465
Note Receivable from Friends	\$750,000
Prepaid Expenses	\$128,411
Due from related parties	\$93,608
Grants Receivables	<u>\$13,783</u>

Total Current Assets	<u>\$4,882,864</u>
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Noncurrent Net Assets

Capital assets, net	<u>\$397,567</u>
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Total Noncurrent Net Assets	<u>\$397,567</u>
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TOTAL ASSETS	<u><u>\$5,280,431</u></u>
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LIABILITIES

Current Liabilities

Accounts Payables	\$83,451
Accrued Expenses	\$62,183
Deferred Revenue	\$5,000
Student Funded Activities	<u>\$932</u>

Total Current Liabilities	<u>\$151,566</u>
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TOTAL LIABILITIES	<u>\$151,566</u>
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Net Position

Unrestricted	<u>\$5,128,865</u>
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Total Net Position	<u>\$5,128,865</u>
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TOTAL LIABILITIES AND NET POSITION	<u><u>\$5,280,431</u></u>
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FY27 Operating Budget

Operating Revenues

Student Tuition	\$7,967,494
Federal and State Grants	\$647,596
Total operating revenues	<u>\$8,615,090</u>

Operating Expenses

Salaries	\$5,536,612
Payroll taxes	\$214,169
Fringe benefits	\$536,117
Occupancy cost	\$414,348
Telephone	\$40,096
Professional development	\$52,814
Insurance	\$50,475
Student supplies and materials	\$236,336
Office supplies and materials	\$7,932
Technology	\$114,081
Professional services	\$348,688
Dues, licenses and subscriptions	\$22,287
Repairs, maintenance and supplies	\$383,734
Legal	\$7,804
Transportation	\$153,949
Testing and assessments	\$1,266
Payroll service charge	\$10,950
Advertising	\$50,077
Depreciation and amortization	\$92,556
Travel	\$2,676
Utilities	\$168,139
Other student services	\$35,539
Health Services	\$9,103
Board Expenses	\$31,943
Audit fees	\$46,195
Rental equipment	\$48,209
Athletic services	\$132,415
Total Operating Expenses	<u>\$8,748,510</u>

Operating Income **\$133,420**

Nonoperating revenue (expenses)

Private grants	\$37,420
Other income	\$96,000
Total Nonoperating revenue	<u>\$133,420</u>

Change in net position \$0

The Baystate Academy Charter Public School's Board of Directors voted to accept the recommendation from the Finance Committee to approve the 2026 - 2027 Operating Budget and 2026 – 2027 Capital Budget on May 14th, 2026, at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A 18-25.

FY27 Enrollment

Question	School Response
What is the number of students pre-enrolled via March 13, 2026, submission?	358
What is the number of students upon which FY27 budget tuition line is based?	338
What is the number of expected students for FY27 first day of school?	358
What is the explanation for any variances?	We assume a 5% attrition rate

Current or Future Capital Plans

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Computers	In progress	12/26	\$93,200	Operating account
Furniture	In progress	12/26	\$31,800	Operating account
Equipment	In progress	12/26	\$75,000	Operating account
Total			\$200,000	

Appendix A: Accountability Plan Evidence 2025-26

Faithfulness to Charter

	2025-26 Performance M (Met) NM (Not Met)	Evidence			
Objective: BACPS will effectively prepare students to succeed in college and/or career.					
Measure: 80% of students who enter reading below grade level will increase their reading level by at least two grade levels per year as measured by iReady assessments.	NM	We discontinued the use of iReady and moved to using the NWEA-MAP assessment as we deem the use of iReady didn't provide us with the data we needed to meet our student's needs. We are using the NWEA-MAP assessments to determine if students demonstrated growth and increase in achievement.			
		Grade	# of students reading below grade level	# of students that increased their reading by two grade levels	% Increase
		6 th	40	7	18%
		7 th	43	10	23%
		8 th	47	8	17%
		9 th	26	6	23%
		10 th	23	7	30%
		11 th	29	12	41%
		12 th	24	3	13%
		Total	232	53	23%
Measure: 80% of students who are not below grade level will increase their reading level by at least one grade level per year from the beginning to the end of the school year.	NM	The following chart reflects the percentage of students that increased their reading by at least 1 grade level during 2025			
		Grade	# of students who are not below grade level	# of students that increased their reading by one grade level	% Increase
		6 th	10	1	10%
		7 th	5	1	20%
		8 th	4	1	25%
		9 th	6	1	17%
		10 th	2	0	0%
		11 th	8	0	0%
		12 th	5	0	0%
		Total	40	4	10%
Measure: Annually, 100% of 11 th and 12 th graders will participate in our College and	M	100% of our 11th grade (40 students) and 100% of our 12th grade (30 students) participated in our			

	2025-26 Performance M (Met) NM (Not Met)	Evidence
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.		college and career readiness programs and associated courses. 0% of our students completed a 40-hour internship.
Measure: Annually, 50% of 11th grade students will achieve a minimum of 510 math and 460 Evidence-based Reading and Writing score on the SAT	NM	(11/38) 29% of the 11th graders met the Reading and Writing target (3/40) 8% of the 11th graders met the Math target
Measure: Annually, 50% of 12th grade students will achieve a minimum of 530 math and 480 Evidence-based Reading and Writing score on the SAT	NM	(9/30) 13% of the 12th graders met the Reading and Writing target (3/30) 10% of the 12th graders met the Math target
Objective: BACPS will ensure that students are educated in healthcare career settings and have exposure to healthcare career opportunities.		
Measure: By graduation, 100% of high school students will complete at least one internship (80 – 120 hours), preferably in a healthcare field, at either Baystate Health or Mercy Medical Center, during Saturday Academy or after school.	NM	0% of graduates of the class of 2026 (0/30) completed at least one 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	NM	93% (28/30) of the 2026 graduates passed the Exploration in Healthcare Careers with a 2.6 passing grade 0% (0/30) of graduates of the class of 2026 passed the Medical Terminology course with a 2.6 grade.
Objective: BACPS will intentionally build the personal character of each student so that they are prepared to confront the numerous non-academic challenges that face students transitioning to college.		
Measure: 85% of students will be proficient on BACPS' Habits of Scholarship at the end of each academic year.	M	91.5% of our students were proficient on their Habits of Scholarship
Measure: By the end of each year, at least 80% of teachers will be exemplary in the practice of ensuring the CREW model is effective and students are building meaningful relationships with peers and their CREW leader by demonstrating the following desired practices: Crew teachers plan lessons that include specific character learning targets	NM	By the end of the school year only 63% of our CREW leaders performed proficiently in ensuring the CREW model was effective and students were building a meaningful relationship with peers.

	2025-26 Performance M (Met) NM (Not Met)	Evidence
2. Crew teachers meet individually with each student Crew member at least once per quarter to discuss student goals, progress, and plans (e.g., student led conferences, portfolios) 3. Crew teachers use specific strategies to foster a strong sense of community among Crew members, including (a) Crew protocols and traditions (b) team building, group problem solving or other collaborative activities and (c) celebrations of students' personal and academic accomplishments. 4. Crew teachers promote a sense of responsibility and purpose among Crew members by (a) discussing the purpose of Crew and (b) establishing clear and consistent social/behavioral norms to ensure respectful, inclusive interactions among Crew members.		
Objective: BACPS will partner with Expeditionary Learning to provide students with a rigorous, relevant and project-based curriculum.		
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.	M	100% of our students produced two pieces of high-quality work which was graded at a minimum 2.6 and was presented during their student-led conference with their parent/guardian.
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.	NM	10.7% of our high students scored "Accomplished" on the Project Lead the Way End of Year test.

Dissemination

	2025-26 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
Objective: BACPS will share its practices with local public, parochial and independent schools over the course of the charter term on sustaining a positive school culture (teachers and students)		
Measure: By the end of this charter term, Baystate Academy will conduct at least 3 workshops to share innovative and implementation strategies for developing positive school culture.	NM	We did not have an opportunity to conduct 3 workshops.
Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures.	NM	We were not able to host a best practice session with the district.

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

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

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

With respect to the first two goals, we have implemented a revised interventions block titled WIN (What I Need) that focuses on the content area that students need to focus on. This block runs Monday through Thursday for a full 58 minutes and it is taught by content level teachers. We will continue to administer the NWEA-MAP assessment three times a year. In our FY27 Action Plan, we have identified that 100% of our instructors across all content areas will consistently utilize high leverage instructional practices that foster student discourse and academic ownership. Also included is 100% of teachers will effectively deliver WIN instruction (Tier I & II). We will provide professional development to instructors on high leverage literacy practices. To ensure students take the SAT in their junior and senior year, we now administer the SAT test at our school. We require students to take the exam during the school day which allows for a higher percentage of participation. We also offer an SAT pre course during the school year as well as during our Saturday Academy.

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

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

We continue our outreach efforts with the local medical community to find opportunities to place our students in their facilities for internship opportunities. We will increase our efforts to have student enroll with the Baystate Health BSEP program which is an introductory exposure to the medical profession. We have new board members with careers in the medical profession who can provide connections and create better access to internships. One of our healthcare courses was not taught this year due to teacher availability.

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

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

We continue to provide professional development and school leadership weekly observations and feedback on how to run an effective CREW. We did see a 17% improvement over FY25 with respect to meeting this objective. Our plans are to increase the level of CREW observations and provide direct and timely feedback during the month. Our goal is for 100% of our teachers to utilize the language and model the habits of character and habits of scholarship in CREW and in academic classrooms.

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

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

Measure: Each year, Baystate Academy will host annual sessions with district schools to share best practices around teacher leader developing and teaming structures. We continue to look for opportunities to share our best practice with the local school district, which has been a challenge.

Although we have been able to present our best practice at various convenings, we have not hosted these sessions at our school location. We continue to look for opportunities to host these sessions.

Appendix B: Recruitment and Retention Plan 2026-27

Recruitment Plan 2026-27

2025-26 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 referrals from existing parents and students. We were not however successful in enrolling any Somali students.
- We participated in an Open House at the Martin Luther King, Jr. Charter School and accepted applications that night for incoming 6th graders. We also conducted a mailing to all the incoming 6th-12th graders from the Springfield School district.
- We hosted a lottery at our school located at 2001 Roosevelt Avenue, Springfield, MA 01104 on March 5, 2026, at 5:00 pm.

General Recruitment Strategies for 2026-27

- Advertise in the African American Point of View newspaper, Masslive.com and social media.
- Information sessions to be held at the school during July 2026 through March 2027
- Informational flyer and enrollment application in English, Spanish and Somali mailing to all families of current 5th - 11th 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.
- Advertisements on local TV stations
- Applications can be picked up at the school or on our web site www.bacps.net
- Staff made on site presentations at several district's elementary schools and community events.
- Utilize the school's social media platforms.

Recruitment Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 21.5%
- Comparison Index percentage: 19.9%
- The percentage of **students with disabilities** enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- In all recruitment materials, we will explicitly state that we serve all students, including those with existing IEPs and 504 plans, as well as those who have struggled academically in other school environments.
- Spanish-speaking members of the school staff and parent community will participate at all community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and application process.

English Learners

- School percentage: 8.4%
- Comparison Index percentage: 8.6%
- The percentage of **English learners** enrolled at the school is below the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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
- Provide translation services at recruitment and school events.
- All print, radio and TV communications will be delivered in multiple languages.
- Bilingual staff available during the open houses and information sessions.
The school will invite prospective families and community members to our Latin Heritage Night in October that will highlight the cultures of our current students.

Enhanced/additional strategies to be used in 2026-27

- Baystate Academy will translate a variety of outreach efforts (website, enrollment application, and recruitment materials) in Haitian Creole and Swahili during 2026-27 in this section.

Low Income

- School percentage: 81.1%
- Comparison Index percentage: 72.5%
- The percentage of students in the **low income** group enrolled at the school is above the Comparison Index.

Strategies used in 2025-26 that will be continued in 2026-27

- 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 schools serving an especially high number of low-income students.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- 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 Who Are at Risk of Dropping out of School

Strategies used in 2025-26 that will be continued in 2026-27

- Include information on school's extensive student support structures in all promotional materials; discuss 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

Strategies used in 2025-26 that will be continued in 2026-27

- Mail information and applications with an offer to visit non-profit organizations that serve this population (ROCA, South End Community Center, YWCA, YMCA, Square One, Martin Luther King Jr. Family Services, Boys and Girls Club).

Retention Plan 2026-27

2025-26 Implementation Summary

General Retention Activities for 2026-27

Historically we have had a challenge retaining 8th grade students going into the 9th grade. In the earlier school years, it was primarily driven by the lack of varsity sports that students wanted to participate in. We experienced a drop in the overall retention rate after FY23. Overall, the school rate was slightly over 82%. The rate precipitously decreased in FY25 and FY26 especially in high school. Students report they are looking for a more comprehensive high school experience from a larger school. This includes activities beyond athletics. Over the past few years, Baystate Academy had a high suspension rate. As a result of rethinking our discipline and culture policy, some students opted out of attending our school. Initiatives like the use of Yondr pouches for technology, reinforcement of our school uniform policies and a crackdown on the use of drugs had an impact as well. Our targeted retention rate was 95%, which we experienced up through FY22.

A review of our recruiting rates for our sub-group: Students with Disabilities, English Language Learner and Low Income have exceeded the Comparison Index Percentage for the past 5 years. When reviewing the Student Attrition rate for those same subgroups and overall student population, we have exceeded the 1 Standard Deviation Percentage. The only exception was FY26 for SWD and ELL's.

We are planning to increase the number of advance placement courses as well as increase the number of non-academic activities like clubs, field trips and music classes. Our continued work to create a more sense of belonging has been evidence over the past year and we look to continuing that momentum.

Overall Student Retention Goal

- Annual goal for student retention: 87%

Retention Strategies for 2026-27 for Specific Student Groups

Students with Disabilities

- School percentage: 27.7%
- 1 Standard Deviation percentage: 21.31%
- The rate of attrition for **students with disabilities** is above 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- 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.

Enhanced strategies to be used in 2026-2027

- Work closely with the SPED parent advisory council to identify additional supports that would be beneficial to students
- Restructure WIN Block to incorporate structured enrichment, test prep and extension activities aligned with student growth goals
- Teachers consistently implement classroom management strategies using the Baystate Bullseye Pathway to Success program

English Learners

- School percentage: 36.4%
- 1 Standard Deviation percentage: 31.02%
- The rate of attrition for **English learners** is above 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Provide a dedicated classroom for ELL students
- Assisted teachers in completing their SEI endorsement
- Increase the time on learning for ELL students
- Implement a targeted curriculum for ELL students

Enhanced strategies to be used in 2026-2027

- Work closely with the SPED parent advisory council to identify additional supports that would be beneficial to students
- Restructure WIN Block to incorporate structured enrichment, test prep and extension activities aligned with student growth goals
- Teachers consistently implement classroom management strategies using the Baystate Bullseye Pathway to Success program

Low Income

- School percentage: 19.8%
- 1 Standard Deviation percentage: 24.95%
- The rate of attrition for students in the **low income** group is below 1 Standard Deviation.

Strategies used in 2025-26 that will be continued in 2026-27

- Increased the offering of enrichment courses
- Added clubs back into the program
- Offered additional advance placement courses
- 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.
- Continue to invest time in building our “Sense of Belonging” culture in the school.

Students Who Are Sub-Proficient

Strategies used in 2025-26 that will be continued in 2026-27

- Strategies include the standards-based curriculum, interim assessments, Acceleration periods, Saturday Academy skills tutorial program, and summer school

Students Who Are at Risk of Dropping Out of School

Strategies used in 2025-26 that will be continued in 2026-27

- 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 students

Students Who Have Dropped Out of School

- Continue our efforts to contact students and offer support in finding alternative educational opportunities. This would include programs at the Springfield Technical Community College like HiSET/GED or their Gateway to College program.

Appendix C: Information About the School Administration, Staff, and Board of Trustees

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2025-26 School Year

Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Timothy L. Sneed	Executive Director	June 2013	
Stephen Greene	Principal	July 2024	
Marc Anders	Assistant Principal	June 2021	
Zyda Njirri	Assistant Principal	February 2025	
Kasinda Bristol	Assistant Principal	February 2025	
Thomisina Hall	Assistant Principal	March 2025	November 2025
Yvette Tootle	Director of Special Education	July 2024	
Kellie Carlucci	Director of Curriculum and Instruction	July 2024	

Teacher Attrition for the 2025-26 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure
35	5	7	4 – Not renewed 2 – Terminated 4 – Resignations 1 – Relocation 1 - Retirement

Other Staff Attritions for the 2025 – 2026 School Year

Number employed as of the last day of the 2025-26 school year	Number of departures during the 2025-26 school year	Number of departures following the end of the 2025-26 school year through July 31st	Reason(s) for Departure (e.g.: resigned, terminated, retired, contract not renewed, etc.)
23	7	0	4 – Terminated 3 - Resigned

Information About the Board of Trustees

Board Membership During the 2025-26 School Year

Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Martha Anderson	President	Academic Success Personnel	2	7/20-6/23 7/23-6/26 7/26-6/29	2029
Peter Blain	1 st Vice President	Academic Success	2	7/21-6/24 7/24-6/27 7/27-6/30	2030
Caitlin Castillo, Esq.	2 nd Vice President	Governance	2	7/21-6/24 7/24-6/27 7/27-6/30	2030
Gilberto Amador	Treasurer	Finance	2	12/25	2029
Lisa DeSousa, Esq.	Secretary	Governance	4	4/26	2031
Kristion Allard		Development	1	7/25-6/28 7/28-6/31 7/31-6/34	2034
Teddy O'Reilly		Finance	1	7/25-6/28 7/28-6/31 7/31-6/34	2034
Frank Robinson, PhD		Academic Success	4	3/12-6/15 7/15-6/18 7/18-6/21 7/22-6/25 7/25-6/28 7/28-6/31	2031
Catherine Rojas, PhD		Finance Academic Success	1	7/24-6/27 7/27-6/30 7/30-6/33	2033

Board of Directors Contact

<https://bacps.net/parents/>

Appendix D: Additional Information

Complaints

- Board of Directors Meetings
<https://bacps.net/about/>
- The board of directors did not receive any complaints during the 2025 – 2026 school year.

Conditions

Efforts to Address Concerns Resulting in Conditions

Condition	Actions Taken by the School in 2025-26 to Address the Concern That Resulted in the Condition
Demonstrate improvement in our overall academic programs no later than December 31, 2027	• Working with our strategic partners EL Education, we've provided staff and intensive support on their instructional practices. • We purchased culturally relevant and structured curriculum for math, science and English. • We refined our data review process to ensure teachers and students knew the students' deficits and actions required to accelerate their learning. • We strengthen our intervention block to ensure all students receive additional instruction every day. • We enhanced our MTSS process for early identification of students with special needs or interventions. • Provided better structure and focus on our intervention (WIN) block.
Develop a Board approved Recruitment and Retention plan to be submitted to DESE by August 3, 2026.	• The Recruitment and Retention plan included the following components: ○ Environmental scan ○ Data analysis ○ Retention action plan ○ Strategic Marketing plan to include: ▪ Brand identify ▪ Enrollment marketing ▪ Public relations ▪ School events ▪ Community partnerships ▪ Application process ▪ Data driven platform ▪ Implementation timeline

Accelerating Achievement Partnership

FY27 Top Priorities

1. Instructional practices

Leadership team will execute a strategic agenda centered on the instructional vision, using regular data cycles and disaggregated data to analyze grade-level instructional alignment, school culture, and student support systems and determine systemic adjustments needed to close opportunity gaps.

All students, including multilingual learners and students with disabilities, will grapple daily with grade-level (or above), culturally and linguistically sustaining activities and materials and instructional scaffolds that allow them to do heavy cognitive lifting.

2. Targeted Intervention

Educators will offer students multiple ways and opportunities to demonstrate competency in grade-level standards and regularly implement assessments that accurately measure students' mastery of the standard.

Educators will ensure that students receive the appropriate type and level of support as soon as a need is identified (i.e., students do not need to "fail" at a tier to receive more intensive support). Conversely, students are not referred for interventions when their needs should be addressed through differentiated Tier 1 instruction and support.

Educators will monitor and document student progress at least every 4-6 weeks to gauge the impact of the intervention(s) and determine whether they should be continued or augmented.

3. Use of Data to Inform Instruction

Educators will use real-time formative checks to provide immediate feedback and inform support and intervention.

Educators will frequently use disaggregated data to inform instructional planning, identify students who need additional support, and define specific scaffolds that ensure students can access grade-level content.

4. Professional Development

Professional learning supports educators internalize and implement high-quality curricular materials, including strategies for differentiation and for targeting achievement gaps.

Through professional development and coaching, all staff will become proficient in and apply specific instructional practices for multilingual learners and students with disabilities to access Tier 1 instruction.

The school schedule will include sufficient and protected collaborative time for staff, including special education and multilingual learner staff, to internalize grade-level curricular materials, examine student work, and use data to strengthen instruction and inclusive practices.

Partnerships

We will work with the following partners in 2026 – 2027:

- EL Education
- SPED Strategies
- TNTP
- DESE Rethinking Discipline Cohort

Attachment

Supplemental Information About Student Achievement

	Math		Reading		Science	
Grade Level	% of Students At or Above Grade Level Spring 2024-2025	% of Students At or Above Grade Level Spring 2025-2026	% of Students At or Above Grade Level Spring 2024-2025	% of Students At or Above Grade Level Spring 2025-2026	% of Students At or Above Grade Level Spring 2024-2025	% of Students At or Above Grade Level Spring 2025-2026
6	14%	23%	28%	32%	25%	29%
7	18%	14%	30%	25%	26%	24%
8	39%	39%	38%	23%	33%	31%
9	27%	33%	36%	42%	22%	44%
10	44%	32%	67%	45%	47%	41%
11	25%	59%	50%	85%		
12	63%	27%	82%	34%		

Table 2

	Math		Reading		Science	
Grade Level	% of Students Who Met Growth Projection Fall-Spring 2024-2025	% of Students Who Met Growth Projection Fall-Spring 2025-2026	% of Students Who Met Growth Projection Fall-Spring 2024-2025	% of Students Who Met Growth Projection Fall-Spring 2025-2026	% of Students Who Met Growth Projection Fall-Spring 2024-2025	% of Students Who Met Growth Projection Fall-Spring 2025-2026
6	39%	41%	27%	34%	31%	44%
7	37%	40%	30%	42%	42%	58%
8	74%	65%	54%	43%	33%	52%
9	56%	47%	50%	50%	32%	43%
10	83%	32%	57%	44%	58%	40%
11	53%	52%	50%	48%	N/A	N/A
12	53%	7%	51%	24%	N/A	N/A

Students With Disabilities Use of Read 180 & Math 180

Overall, this is a really strong data story. We are seeing clear growth signals in both Math 180 and Read 180, and the data helps pinpoint where the program is having the most impact and how that impact can be scaled across more students.

MATH 180 – CELEBRATION OF WINS

- Growth exceeds expectations: Students grew from 196.0 (BoY) to 203.4 (MoY) on average. Actual growth (11.5) exceeds typical growth (7.5), demonstrating accelerated learning through Math 180.
- Strong implementation habits: Students average 19.1 minutes per day, meeting the target usage range.
- Consistency drives results: Students with 20–29 days of use showed approximately 19 points of actual growth compared to about 7 points of typical growth.
- Movement out of the lowest performance band: Students in the 1–20th percentile decreased from 22 to 15, signaling positive academic momentum.

READ 180 – CELEBRATION OF WINS

- Strong participation and reliable data: 53 students are actively using the program, with 34 students meeting qualification thresholds for analysis.
- Early growth trends: Code pathway students grew from 189.0 to 195.8, showing strong progress in foundational reading skills.
- Grade-level bright spots: Grades 6–8 demonstrate actual growth exceeding typical growth. Grade 8 shows 10.0 actual growth compared to 5.0 typical growth.
- Routines are established: Average usage of 15.7 minutes per day meets minimum program targets.

ADMINISTRATIVE RECOMMENDATIONS

- Protect and prioritize consistent intervention time. Data clearly shows students with higher attendance and usage experience greater growth.
- Increase average daily time in Read 180. Small scheduling adjustments can help move students from minimum target minutes toward optimal usage.
- Replicate proven grade-level practices. Identify scheduling, staffing, or instructional routines in high-growth grades and scale across teams.

CLOSING MESSAGE

The data confirms the programs are working and students are growing. With focused attention on consistency and instructional time, Baystate Academy is well positioned to see even stronger outcomes at the next data checkpoint.

BACPS Strategic Plan Goals 2026-2027

Goal # 1 - Mastery of Knowledge and Skill				
Student Impact Goal:	MKS Student Impact Goal 75% of students across all subgroups will meet their growth targets in Reading as defined by NWEA-MAP.			
Teacher Practice Goal:	MKS Teacher Practice Goal 100% of teachers effectively deliver WIN instruction. (Tier I & II). 100% of teachers across all content areas will consistently utilize high leverage instructional practices (annotation, vocabulary, reading stamina) that foster student discourse and academic ownership. (Tier I)			
Theory of Change:	If leaders provide PD on high leverage literary practices that foster discourse and are providing effective WIN instruction, then teachers utilize high leverage instructional practices to foster student discourse so that, - Students across all subgroups will meet growth targets, and - Students will demonstrate improved comprehension in all content areas, and - Students will meet grade level standards.			
Implementation/Outcome Measures:	Progress Measure	Fall	Mid-Year (February)	EOY (May/June)
	NWEA-MAP (Carlucci)	Fall Baseline Test	50%	75%
	Instructional Walkthrough Data - <u>Add HOC/HOS indicator?</u> (Carlucci)	Fall Baseline Walk	75%	100%
	WIN Walkthrough Data (All) (Carlucci)	Fall Baseline Walk	75%	100%
	WIN Walkthrough Data (Structure) (Carlucci)	100%	100%	100%
	Student-Facing Data for WIN (IXL) (Carlucci)	Fall Baseline Scores	50%	75%
	Read 180 (Special Education Students- Grid C) - Instead of focusing on utilization need to focus on student outcome data (Tootle)	Fall Baseline Scores	50%	75%

	DEAR - Meeting reading benchmarks or tracking assessment growth (Bristol)			
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Goal # 2 - Character				
Student Impact Goal:	Character Student Impact Goal 100% of students across all subgroups will report a sense of belonging.			
Teacher Practice Goal	Character Teacher Practice Goal 100% of teachers will utilize the language and model the habits of character and habits of scholarship in academic classrooms. 100% of teachers effectively utilize Tier I behavior systems and supports (MTSS) -			
Theory of Change:	If teachers prioritize and model habits of character and habits of scholarship and effective systems and supports, then students will become effective learners who display an understanding of integrity, collaboration, and wellness that contributes to everyone in the community feeling...			
Implementation/Outcome Measures:	Progress Measure	Fall	Mid-Year (February)	EOY (May/June)
	Crew Walkthrough Data - Crew implementation, HOS/HOC and other indicators) (AP's own academy crews)	Baseline	75%	100%
	Pathways Data - deanslist (Greene)	Baseline		TBD
	Discipline Data (Huff) - Referral - Suspension	Baseline		- Referral - - Suspension - 10 total students
	Student Surveys - In-House (Huff) - Students - HOC/HOS, belonging_ - Student Exit Survey (Huff)	Baseline		Students - 100% or 4 & 5
	Student Grade Level Focus Groups (Njiiri)			

	Attendance Data (Huff) Student	Baseline		
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Goal #3 - High Quality Work				
Student Impact Goal:	HQW Student Impact Goal 100% of students create well-crafted final products that have gone through a process of feedback and revision.			
Teacher Practice Goal	HQW Teacher Practice Goal 100% of teachers utilize standards-based rubrics and standards-based formal and informal descriptive feedback to clearly communicate a vision for success.			
Theory of Change:	If teachers experience high-quality professional development, led by school leaders, on creating and utilizing rubrics to create exemplars and give descriptive feedback then students will develop pride in their work and engage in a process of revision to create high quality products.			
Implementation/Outcome Measures:	Progress Measure	Fall	Mid-Year (February)	EOY (May/June)
	Instructional Walkthrough Data - (use of rubrics & observations of feedback) (Carlucci)	Baseline	75%	100%
	WIN Walkthrough Data (same as above) (Carlucci)	Baseline	75%	100%
	Rubric ♥ Audit (standards-based and uniform format) (Carlucci)	Baseline	75%	100%

Goal # 4 - Leadership - <u>Leading Evidence-Based Strategic Improvement</u>				
Leadership Goal(s):	School leaders establish a clear, consistent, no-blame strategy for using data to analyze across the Three Dimensions of Student Achievement and to address gaps & inequities			
Implementation/Outcome Measures:	Progress Measure	Fall	Mid-Year (February)	EOY (May/June)
	Collection of Walkthrough Data	100% Completion of Observations	100% Completion of Observations - Mid-year for Walkthroughs is December	100% Completion of Observations - EOY for Walkthroughs is April

	Monthly ILT Data Meetings	100% of meetings happen at scheduled times	100% of meetings happen at scheduled times	100% of meetings happen at scheduled times
	Academy Data Cycles (Strong start)	Cycles happen 100% of the scheduled time	Cycles happen 100% of the scheduled time	Cycles happen 100% of the scheduled time
	Teacher Data Cycles - reporting data back to teachers (by academy or department)	Cycles happen 100% of the scheduled time	Cycles happen 100% of the scheduled time	Cycles happen 100% of the scheduled time
	Quarterly Data Sorting	Happens 100% of scheduled time	Happens 100% of scheduled time	Happens 100% of scheduled time