

HILLTOWN COOPERATIVE
CHARTER PUBLIC SCHOOL

ANNUAL REPORT
2018-2019

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Introduction to the School

Name of School: Hilltown Cooperative Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Easthampton
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Amherst-Pelham, Belchertown, Central Berkshire Regional, Easthampton, Erving, Frontier Regional, Gateway Regional, Gill Montague Regional, Granby, Greenfield, Hadley, Hampshire Regional, Hatfield, Hawlemont Regional, Leverett, Mohawk Regional, New Salem-Wendell, Northampton, Orange (Mahar Regional), Pioneer Valley Regional, South Hadley, Ware
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	218	Enrollment as of 7-31-19	218
Chartered Grade Span	K-8	Current Grade Span	K-8
Number of Instructional Days per School Year	180	Students on Waitlist as of 7/31/19	275
School Hours	8:15-3 Mon-Fri; Grades K-5 dismiss 12:30 on Wed	Age of School as of 2018-2019 School Year	24 years
<p>Mission Statement</p> <ul style="list-style-type: none"> * To involve young people in a school that uses experiential, hands-on activities, the arts, and interdisciplinary studies, to foster critical thinking skills and a joy of learning. * To sustain a cooperative, intimate community of students, staff, families and local community members, that guide and support the school and its educational programs. * To cultivate children’s individual voices and a shared respect for each other, our community, and the world around us. 			

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Provide specific evidence of how the charter school was faithful to its mission and successfully implemented its key design elements during the 2018-2019 school year. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

1. Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults:
When surveyed annually, parents affirm their belief that the strong connection exists. There are regular opportunities for volunteering both in the classroom and for school-wide events, large and small. The week is structured so that all students have multiple cross-age experiences to ensure their familiarity with students and staff throughout the school.
2. Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:
The organization of staff time is designed to ensure that teachers in the arts and classroom teachers have regular weekly meeting time for planning integrated projects. Furthermore, school schedules prioritize children's weekly contact with art and music teachers throughout the year. Our website includes archives of integrated projects done throughout the year.
3. Students at Hilltown develop strong foundational skills:
Our students consistently score at a high level on the Iowa Test of Basic Skills as well as on internal assessments. See accountability plan.
4. Hilltown fosters a high degree of family involvement:
HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Director of Community and Family Engagement, is charged with involving parents in different aspects of the school. Monthly family events are included in the yearly schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.
5. Hilltown uses a consensus based governance structure:
During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year. The faculty, while not bound by a formal consensus process, does honor its spirit by valuing open discussion and including all opinions.
6. Hilltown successfully cultivates children's individual voices:
All students have regular opportunities to perform in front of the entire school at our weekly All School gatherings. Morning meetings are a place for students to express their concerns or questions. Eighth graders prepare culminating projects based on a passion or interest of their choosing and present them for the entire school community.

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	None	

Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04500000&orgtypecode=5&=04500000&>

Suspensions are rarely used at Hilltown, thus there is no statistical significance to the data. For 2017-2018 there are no full day suspensions.

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	218	0	0	0	0
EL					
Economically Disadvantaged					
Students with Disabilities					
High Needs					
Female					
Male					
American Indian or Alaska Native					
Asian					
African American/Black					
Hispanic/Latino					
Multi-race, Non-Hispanic/Latino					
Native Hawaiian or Pacific Islander					
White					

Dissemination Efforts

Using the table below, provide evidence of how the school has shared innovative models for replication and best practices to other public schools in the district where the charter school is located during the 2018-2019 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate.¹

<p>Best Practice Shared</p>	<p>Vehicle for Dissemination (describe the method, format, or venue used to share best practices)</p>	<p>Who at the school was involved with the dissemination efforts? (Title)</p>	<p>With whom did the school disseminate its best practices? (Partners and Locations)</p>	<p>Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</p>
<p>Professional Learning Community centered on Virtual Math Book Group designed by DESE to improve middle school math. The book is called, "Putting Essential Understanding of Ratios and Proportions into Practice: 6-8." The practice we shared is collaborating across grade levels to improve teaching and learning.</p>	<p>Documented and submitted notes to DESE on a monthly basis; participated in post-project interviews and the making of a short film for DESE in order to disseminate the benefits of participating in this project through DESE's website. Worked with Ian Stith.</p>	<p>Director of Teaching and Learning and five classroom teachers</p>	<p>Department of Elementary and Secondary Education (video to be shared on DESE website)</p>	<p>We contributed interviews and footage for a video that DESE plans to use to inform prospective participants from other schools next year. We have an archive of notes from the math meetings and also submitted these notes to DESE. Teachers at Hilltown would like to build on this project and do something similar again next year. We have been identified by Ian Stith at DESE as a resource for schools considering this undertaking.</p>
<p>Intern Program and Mentorship Manual: the practice we shared is how to organize and support future teachers of MA in a K-8 school.</p>	<p>The design of our intern program for graduate students in education, as well as the responsibilities of mentors and mentees, is now documented and available to partnering institutions (e.g. Smith College, Mount Holyoke College, Westfield State University).</p>	<p>Two classroom teachers and the Director of Teaching and Learning. Five classroom teachers mentored graduate interns last year, three of whom are now teaching in classrooms of their own.</p>	<p>Smith College, Mount Holyoke College, Westfield State University</p>	<p>Manual</p>

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
School Structures that support Mixed-Age Learning and Community-Building	After learning that a local district school (Easthampton) was interested in our structures for supporting mixed-age learning and community-building (as they are building a new school facility to house all district students K-8), we wrote a summary to share. We also posted it on our website.	Director of Administration, Director of Teaching and Learning, Director of Family & Community Engagement	Easthampton Public Schools, also available on our website.	Two-page summary of school-based structures that support mixed-age learning and community-building.
Guest Speaking at Acton Public Schools: practice shared is using a protocol to look collaboratively at a single piece of student work to deepen thinking about teaching and learning.	The Director of Teaching and Learning provided a professional development morning for Acton Public Schools by leading a workshop on protocols in education, particularly Collaborative Assessment Conferences for Looking Closely at Student Work	Director of Teaching and Learning	Acton Public School Leadership Team	Notes, handouts, contacts for future collaboration.
Guest Speaking at Smith College: best practices we shared were arts integration and using protocols to look at student work in collaboration with colleagues.	The Director of Teaching and Learning and two teachers were invited to present at three different Smith College Education courses.	Director of Teaching and Learning, two classroom teachers	Smith College undergraduate and graduate students in teaching	Notes, handouts, PowerPoint presentation

Academic Program Success

Student Performance

A. The most recent (2018), publicly available student performance data:

<http://reportcards.doe.mass.edu/2018/04500105>

B. Data from the school report card/statewide Accountability Report:

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
<p>Not requiring assistance</p> <p>Reason for classification: Partially meeting targets</p>	<p>Found here: http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04500000&orgtypecode=5&</p> <p>60th Percentile</p>	<p>Meeting 59 percent of Improvement targets</p>

c. Internal and External Assessment Data for 2018-2019

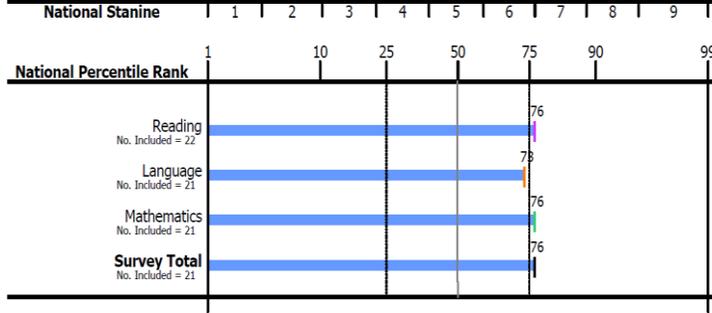
As indicated by both internal and external assessments, our curriculum is addressing foundational skills and concepts. Over the past 20-plus years of reporting, student achievement has been consistently high. The challenge for the school in the coming years is to maintain this high level while expanding the size of the school. Because new students are arriving in older grades, we don't know what level they enter Hilltown with in terms of foundational skills, and our task is to ensure a continued high level of achievement. We were successful in meeting this challenge during the 2018-2019 academic year. As the data below indicates, overall student achievement as measured by average standard scores on the Iowa Tests of Basic Skills was in the upper quartile in 5 out of 6 grade levels.

Internal assessments in reading, writing and math indicate a continued high level of performance, meeting all goals in our accountability plan.

Table 1: Iowa Tests of Basic Skills December 2018

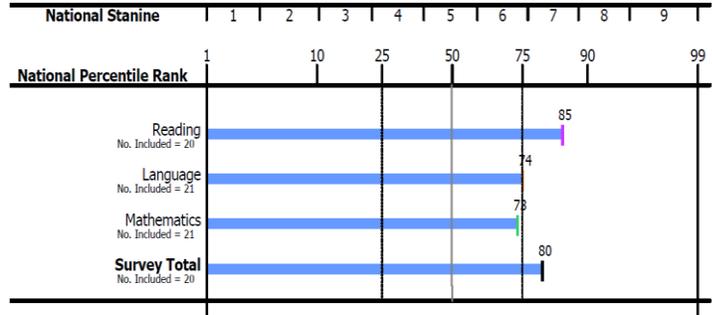
Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 3 Level: 9 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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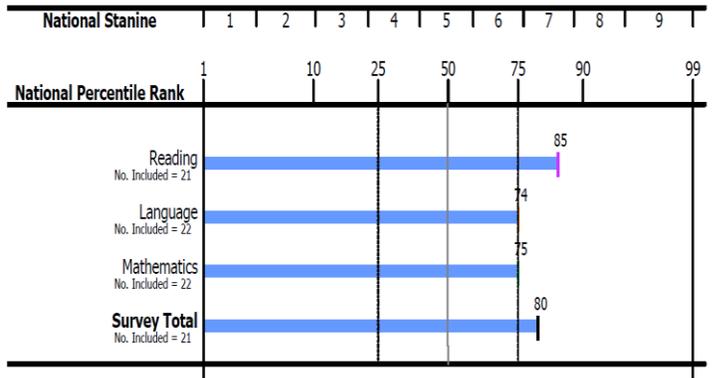
Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 4 Level: 10 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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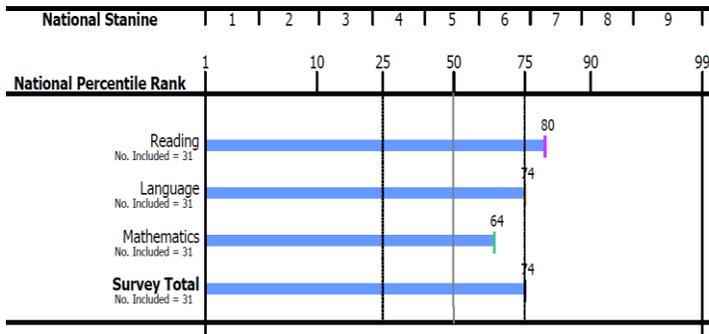
Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 5 Level: 11 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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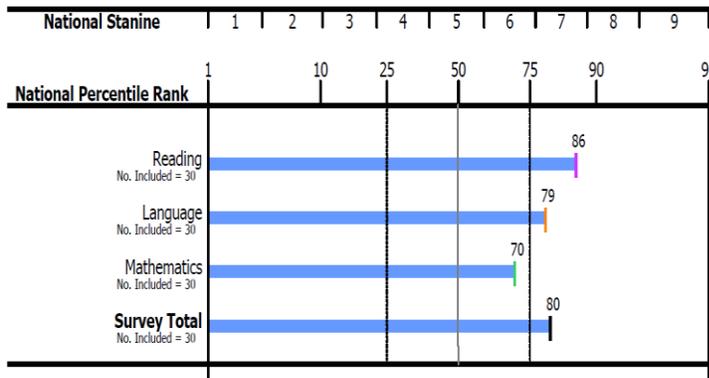
Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 6 Level: 12 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 7 Level: 13 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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Group Display

Iowa Tests of Basic Skills (ITBS) Form: A Test Date: 12/10/2018 Norms: 12/08 2005	Grade: 8 Level: 14 Building: Hilltown	System: Hilltown Charter State: MA	Disaggregation: All Students Score Type: National Percentile Rank Admin. Type: Print
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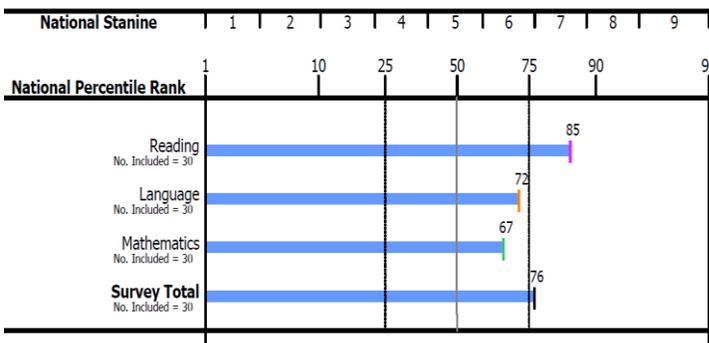


Table 2: Internal Assessments

Hilltown Reading Assessment Results, K-3 Fall-2018-Spring 2019 Proficiency = at least one reading level					
Grades	Zero gain or level lost	Gain less than one full level	1-2 levels gained	More than 2 levels gained	Total # of students per grade
K/1	0	10	29	1	40
2/3	2	10	16	14	42
Total # of students	2	20	45	15	82
% of Students	2%	25%	55%	18%	100%
73% of students in Grades K-3 gained one level or more in Reading					
Writing Assessments K-3 Fall 2018-Spring 2019					
	Zero gain or level lost	Gain less than one full level	1-2 levels gained	More than 2 levels gained	Total # of students per grade
K/1	2	9	18	11	40
2/3	0	10	18	14	42
Total # of students	2	19	36	25	82
% of Students	2%	23%	44%	31%	100%
75% of students in grades K-3 gained one level or more in Writing					
Writing Assessments 4-8 Fall 2018-Spring 2019					
	Beginning	Developing	Proficient	Advanced	Total # of students per grade
4/5	0	5	21	18	44
6	0	1	9	22	32
7/8	0	3	27	29	59
Total # of students	0	9	57	69	135
% of Students	0%	6%	43%	51%	100%
95% of students in Grades 4-8 are proficient writers					

Hilltown Mathematics Assessment Results, K-3 Fall 2018-Spring 2019
Proficiency = 75%

Grades	# of students less than 75%	# of students 75-90%	# of students 90-100%	Total # of students per grade
K	0	0	19	19
1	0	2	19	21
2	1	7	13	21
3	3	7	11	21
Total # of students	4	16	62	82
% of Students	5%	20%	75%	100%

95% of students in Grades K-3 are proficient in math.

Hilltown Mathematics Assessment Results, 4-8 Fall 2018-Spring 2019
Proficiency = 75%

Grades	# of students less than 75%	# of students 75-90%	# of students 90-100%	Total # of students per grade
4	1	8	13	22
5	2	9	11	22
6	9	9	14	32
7	3	16	10	29
8	6	9	15	30
Total # of students	21	51	63	135
% of Students	15.5%	38%	46.5%	100%

84.5% students in Grades 4-8 are proficient in math

Table 3: Grade Eight Projects

The following student-generated research questions guided the 8th grade projects this year:

1. How does social media and online communication affect American teen development?
2. What goes into creating a finished piece of software or video game?
3. How does the 2011 Camaro SS and a 2019 McLaren 720S compare to the Bugatti Veyron Super Sport?
4. What challenges do composers go through in order to make a cohesive and integral soundtrack?
5. How do immigration laws affect immigrants?
6. How has Coca-Cola changed their marketing strategies over time?
7. How do the physics of circus art work?
8. How have special effects changed since 1895?
9. What is grunge, and what has its influence been on popular culture and music?
10. How has ballroom dancing changed with society today?
11. What are the most effective ways to train a dog and why is it important to do so?
12. How is modern agriculture different than ancient agriculture?
13. What impacts teenage girls self-confidence and self-esteem and how does it affect future success?
14. How do caracals survive in Africa?
15. How are sound effects made and used and how has sound changed the film industry?
16. How does the English language change depending on how it is used, and how can that create new words?
17. How have screens affected Generation Z Americans?
18. How can being vegetarian affect someone's health and the environment?
19. How are waterfowl affected by choices humans make and laws in place?
20. What are the most common causes of vision loss in the U.S. and how can they be treated and prevented?
21. What are the forces acting on an object in flight?
22. How has Marvel movies changed Marvel comics?
23. Are video games addictive? If so, how does someone become addicted to video games and what does that addiction look like?
24. How has graffiti evolved, and how is graffiti a contested art form?
25. How has Haiti come to be and how can it move forward?
26. Are anthropogenic causes affecting climate change more than natural causes?
27. How do engines and other important parts work in tandem?
28. How can we be more environmentally friendly by using sustainable building materials?
29. What has made ranged weapons effective throughout history?
30. What happens when you lose an eye?

Program Delivery

Illustrative Math: We adopted a new math curriculum in grades 6-8. We replaced Big Ideas Math with Illustrative Math. We made this change in response to curriculum frameworks, standards of mathematical practice, curriculum evaluations, test scores, and teacher satisfaction.

Elective Cycles: In the 7th & 8th grades, we piloted a new system for non-academic classes. We wanted to give the oldest students in the school the opportunity to choose classes from a menu of options, meeting music, P.E., and community service learning requirements along the way. Elective classes met three times a week for about 5 weeks. Examples of choices students had include Ultimate Football or Fitness; Electronic Mixing or Beginning Guitar; Red Cross Babysitting or Yearbook.

Prisms' Teams: This year, we redesigned the structure of the 7th & 8th grade classes so that our 60 oldest students operate in two teams of 30. On each team, one teacher teaches Math and Science and the other teacher teaches Social Studies and ELA. The goal here was to develop a more intimate community of learners with greater opportunities for integration and close attention to student well-being.

New Science Unit: The 7th/8th grade science program developed and implemented a new engineering and design unit that served as an applied science project drawing from other units on ecosystems, the physics of heat, and math skills. The unit asked the question, "What does it mean to design an environmentally efficient house?" Students used a computer program called Energy 3D to design and test the efficiency of model houses.

Pilot of Reading Programs: Six classroom teachers K-5, along with our reading specialist and special education teachers, investigated and piloted two reading curricula this year (one in the fall and one in the spring) in order to make an informed decision for a whole-school adoption of one of them. Students worked with Making Meaning (developed by the Collaborative Classroom) in the fall and with Lucy Calkins' Reading Program (developed by the Teachers College Reading and Writing Program) in the spring. After pilots, professional development, and observations at other schools, we will adopt Making Meaning and begin implementation in the fall of 2019. We believe this program will offer more support for all learners.

RTI/Looking at Student Work: K--6 teachers implemented a new routine as part of our RTI meetings, which included bringing student work to the table and using the Teaching Dilemma protocol. The presenting teacher shares the work, answers questions about the student and the context of the work, and then steps back to listen as colleagues discuss their observations and ideas. From this exploratory discussion we develop problem statements, goals, and intervention maps.

After School Homework Space: During the 2018-2019 school year, we piloted a supervised after-school homework space for 7th and 8th graders. This was a service available at no cost to students. Students were required to sign up at the beginning of each month so that we could plan the staffing accordingly.

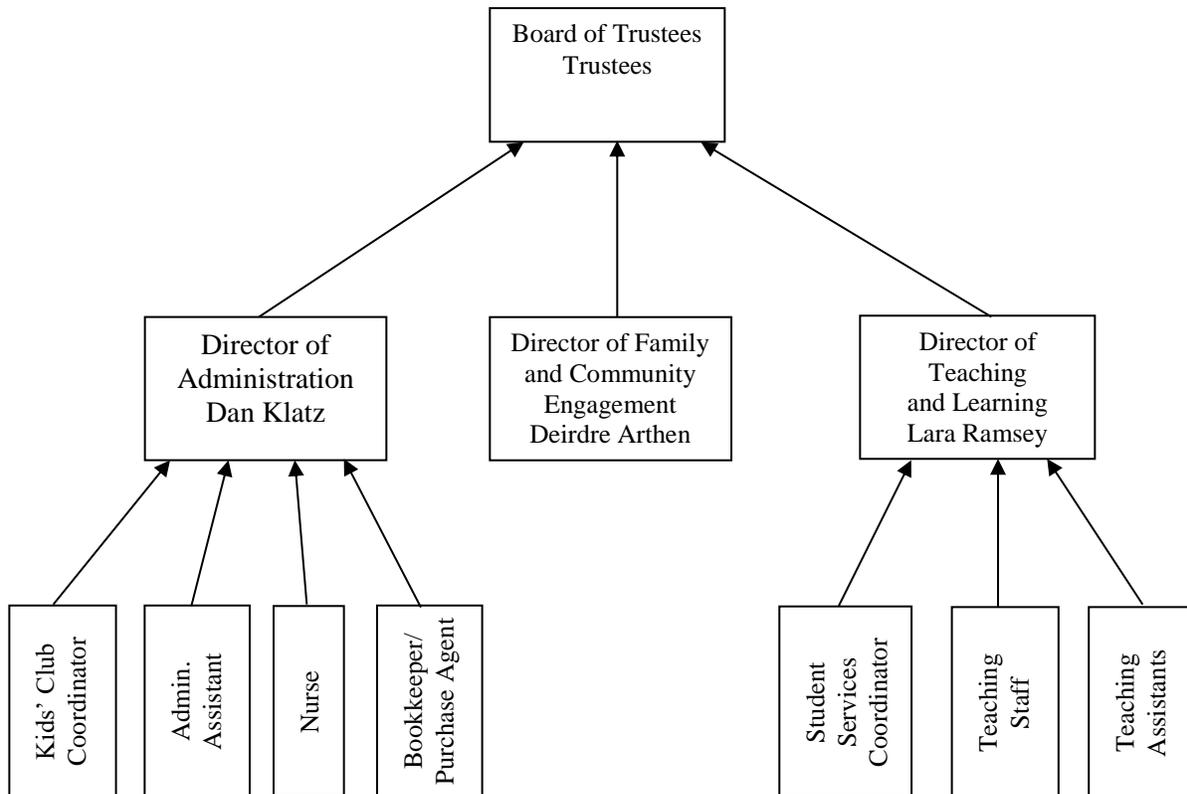
Organizational Viability

Organizational Structure of the School

There have been no major changes to our organizational structure this year.

Hilltown Cooperative Charter Public School Organizational Chart

Revised 7/2017



Teacher Evaluation

Hilltown uses its own teacher evaluation model which utilizes many of the Teacher Proficiency Standards contained in the Massachusetts Model System. Teachers are rated as either Proficient or Not Proficient in the following four areas: Curriculum, Planning, and Assessment; Teaching All Students; Family and Community Engagement; Professional Culture. In addition to formal and informal observations by the Director of Teaching and Learning, parents provide feedback regarding their experiences with teachers. Teachers use a rubric for systematic self-evaluation and reflect on all four areas of teaching practice. Student performance data is also included in the evaluation process.

Budget and Finance

Unaudited FY19 Statement of Revenues, Expenses and Changes in Net Position July 2018 through June 2019

Operating Revenues

Tuition	\$	2,925,664
Government Grants		62,555
Private Grants		37,156
Medicaid & Other Reimbursements		27,155
After School Fees		95,838
Student Activity Fees		21,552
Field Trip Income		21,148
School Lunch Receipts		23,199
Total Operating Revenue		<u>3,214,267</u>

Operating Expenses

Wages		2,234,955
Payroll Taxes		77,846
Fringe Benefits		297,779
Consulting & Contracted Services		159,944
Depreciation Expense		102,511
Dues & Subscriptions		5,907
Educational Supplies & Textbooks		32,094
Equipment		9,048
Food Services		26,400
Instructional Technology		11,845
Occupancy		168,046
Transportation & Field Trips		24,098
Other Operating Expense		30,025
Total Operating Expenses		<u>3,180,498</u>

Operating Income (Loss) 33,769

Non Operating Revenues & (Expenses)

Fundraising Income		7,226
Investment Income		7,849
Interest Expense		(94,564)
Fundraising Expense		(2,003)
Other Non-Operating Expense		(4,296)
Total Non-Operating Revenues (Net)		<u>(85,788)</u>

Change in Net Position

\$ (52,019)

Unaudited Statement of Net Assets for FY19 (Balance Sheet) As of June 30, 2019

Current Assets		
Cash	\$	59,303
Certificate of Deposit		509,260
Accounts Receivable		275,016
Prepaid Expense		22,153
		<u>865,731</u>
Total Current Assets		<u>865,731</u>
Non-Current Assets		
Capital Assets		
Building (Net)		3,164,422
Land 1-3 Industrial Pkwy		472,975
Vehicles (Net)		9,808
Furniture and Equipment (Net)		18,449
Security Deposits		3,015
		<u>3,668,669</u>
Total Non Current Assets		<u>3,668,669</u>
Total Assets	\$	<u>4,534,400</u>
	<u>Liabilities & Net Position</u>	
Current Liabilities		
Accounts Payable	\$	31,210
Accrued Wages Payable		226,709
Accrued Payroll Liability		353
Accrued Expenses		5,478
		<u>263,750</u>
Total Current Liabilities		<u>263,750</u>
Long Term Liabilities		
Note Payable - USDA	\$	3,410,421
		<u>3,410,421</u>
Total Long Term Liabilities		<u>3,410,421</u>
Total Liabilities	\$	<u>3,674,172</u>
Net Position		
Investment in Capital Assets		255,233
Unrestricted		604,996
		<u>860,229</u>
Total Net Position		<u>860,229</u>
Total Liabilities and Net Position	\$	<u>4,534,400</u>

Approved School Budget for FY20

Approved by Board of Trustees 06/24/2019

	<u>FY 20</u>
Operating Revenues	
Tuition	\$3,018,065
Government Grants	62,555
Medicaid & Other Reimbursements	31,000
After School Fees	80,000
Student Activity Fees	15,000
Field Trip Income	39,600
School Lunch Receipts	10,000
Total Operating Revenue	<u>3,256,220</u>
Operating Expenses	
Salaries	2,330,595
Payroll Taxes	80,606
Fringe Benefits	318,133
Consulting & Contracted Services	90,599
Dues & Subscriptions	6,036
Educational Supplies & Textbooks	27,626
Equipment	11,260
Food Services	20,728
Instructional Technology	17,000
Occupancy	185,253
Transportation & Field Trips	62,600
Other Operating Expense	42,567
Total Operating Expenses	<u>3,193,003</u>
Operating Income (Loss)	<u>63,217</u>
Non Operating Revenues & (Expenses)	
Fundraising Income	27,000
Investment Income	5,000
Interest Expense	(93,117)
Fundraising Expense	(2,100)
Other Non-Operating Expense	
Total Non-Operating Revenues (Net)	<u>(63,217)</u>
Change in Net Position	<u><u>\$0</u></u>

Capital Plan for FY20

The following plan was approved by the Board of Trustees in April and May, 2019:

1. Renovation of the front entrance way to make it fully accessible. This includes a swing door operator and indoor and outdoor push buttons. Estimated project completion: August 10, 2019 Project Cost: \$25000
2. Creation of a pathway from the crosswalk at the front entrance across the center island to Industrial Parkway including installation of accessible curb cuts on both sides of the street. This has been approved by the Easthampton DPW. The city will paint the crosswalk and install pedestrian crossing signs. Estimated completion: August 25, 2019. Project cost: \$6500
3. Installation of keypad locks and crash bars on 3 doorways which will eliminate the need for staff to have external keys and allow us to provide limited access to parents, contractors, and anyone else who requires entrance. This ensures a higher degree of safety and security. Completed on July 15, 2019 Cost: \$4500

All projects were funded through the school's Capital Reserve Fund. Balance of this fund as of June 30, 2019 is \$305,376.

Additional Information

Anticipated Board Meeting Schedule for 2019-2020

All meetings begin at 6:30 PM and are held at 1 Industrial Parkway, Easthampton, MA 01027

September 11, 2019
October 9, 2019
November 13, 2019
December 11, 2019
January 8, 2020
February 12, 2020
March 11, 2020
April 8, 2020
May 13, 2020
June 10, 2020

APPENDIX A

Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Hilltown will cultivate a strong sense of community among students, staff, and families.		
Measure: 90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey.	Met	93% of families who responded to the Parent Satisfaction Survey reported that the school has a strong sense of community among students, staff and families. Exactly 40% of families participated in the survey.
Objective: Hilltown will involve parents/guardians as partners in the education of their children.		
Measure: 100% of families will be actively involved in the school through membership in its consensus based governing structures, participation in community meetings, and/or participation in the activities in its classrooms.	Met	100% of families participated in at least one meeting, event, classroom or all-school activity during the 2018-19 academic year.

Organizational Viability

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: The HCCPS board of trustees implements the governance and leadership structure as defined in the charter application and any subsequent approved amendment(s).		
Measure: Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes... Majority votes will only be taken if consensus cannot be reached in a timely manner.	Met	All Board decisions were made by consensus. See Board of Trustees minutes

Academic Program Success

Objective: Students will develop strong foundational skills.		
Measure: Each grade, 3-8, will score in the top quartile annually in the tested areas of reading, math, language, and Core Total on the Iowa Test of Basic Skills;	Partially Met	See Table 1
Measure: 90% of all 4 th graders will test at or above grade level in the area of reading on the Iowa Test of Basic Skills.	Met	See Table 1
Measure: 80% of all students in grades K-3 will annually gain at least one previously defined level on the HCCPS reading, writing and math assessment;	Partially Met	See Table 2
Measure: 80% of all students in grades 4-8 will score in the predetermined proficiency level on the HCCPS writing and math.	Met	See Table 2
Objective: Hilltown graduates will demonstrate academic competency in an area of individual interest.		
Measure: Each Grade 8 student will design, develop, and present an independent interdisciplinary culminating project in an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.	Met	Students demonstrated achievement through written papers and museum-style presentations. See table 3 for complete list of topics.
Measure: 100% of these students will achieve a passing score on the Grade 8 culminating project rubric.	Met	Student rubric marks

Dissemination

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: The school will host monthly after school programs detailing a specific aspect of curriculum or school design. Programs will be offered to teachers, parents, and interested community members.	Met	See page 5 for complete description
Measure: The school will partner with an area college or university to develop a model program for training teachers.	Met	Continued partnerships with Smith College and Mount Holyoke College. We are in the process of building partnerships with UMass and Westfield State University. Created a manual to be shared with colleges/universities and any interested partner school.

APPENDIX B

Charter School Recruitment and Retention Plan Template

Recruitment Plan

2019-2020

School Name: Hilltown Cooperative Charter Public School

2018-2019 Implementation Summary:

General interest in Hilltown remains strong. This year, we received 312 applications for 37 openings. We continue enrolling more students with learning disabilities across all the grade levels, with a significant increase in grades 6-8. We know that the incoming class of Kindergarten students will begin with 20% of the students on IEPs.

We are a regional school in a largely rural area. The vast majority of ELL students live in one elementary district within the city of Northampton. They are served by a wonderful, neighborhood school, within walking distance for many families, and that school serves as a community gathering spot as well. We believe it would be disservice to that community to actively recruit directly from that district. Instead we chose to advertise in specific places as detailed below. For the second year, our strategy has involved more "in person" visits to share about the school and recruit prospective families.

Eleven of our thirty seven incoming students are siblings of existing families.

Our biggest challenge with recruitment is the lottery. We believe that our strategy of in-person visits to specific local institutions (i.e. Head Start) has been effective in making families aware of the choices they have as they enter elementary school. We can see that many of the families we are meeting have applied to the school, but with 97 applications for Kindergarten (our single biggest entry point) and only 20 slots available (5 filled by siblings), and 43 applications for Grade 6 for 10 available slots (4 filled by siblings), the math works against our efforts. We see this as a decade long effort to increase applications from all subgroups to the point that there is success even with those ratios.

We are changing one aspect of recruitment for the coming year. Instead of a weekday evening open house, there will be a Saturday afternoon event, and all teachers will be present. We want to make our full resources available for working families to come and see the school and learn about our program.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 18.9%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 13.2%</p> <p>The school is <u>above</u>/GNT percentages and <u>above</u>/ CI percentages</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Ensure that brochures are available at the REACH project and the area early intervention program. • Outreach to Whole Children, a non-profit organization providing afterschool services for children with special needs. • Our SEPAC (Special Education Parent Advisory Council) is present and available at our January Open House for prospective parents. SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts.
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0.0%</p> <p>GNT percentage: 1.3%</p> <p>CI percentage: 1.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Hold two information sessions at the Center for New Americans in Northampton. Have teachers and parents available to speak with prospective parents. • Hold two information sessions at local housing projects (Florence Heights and Hampshire Heights). Have teachers and parents available to speak with prospective parents • Distribute brochures at Franklin-Hampshire Community Action Program • All ads will include a statement welcoming LEP applicants • Our website will include a statement welcoming LEP applicants • Bi-lingual (Spanish) staff member will be present at our Information Night • Have a google translate link on our website. <hr/> <p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Change the format of the Admissions Open House: instead of a weekday evening session, hold the event on a Saturday afternoon. The purpose would be to make the event more available to working families; to offer an Open House experience with all teachers present; and offer an Open House equally geared to parents and children. <p>We expect it will take two years of using this format to fully evaluate the effectiveness.</p>
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Recruitment Plan – 2019-2020 Strategies

List strategies for recruitment activities for each demographic group.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 15.2%</p> <p>CI percentage: 23.5%</p> <p>The school is <u>below</u> CI percentages</p>	<p align="center">(b) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Outreach at WIC and SNAP sites, Goodwill and Salvation Army stores in the county. ● Brochures and applications made available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs. ● Work with Administrators at the two major pre-school programs in our immediate area: Community Action in Northampton and Head Start in Easthampton to both know more about Hilltown, and how families can apply. ● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents
	<p align="center">(c) 2019-2020 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Change the format of the Admissions Open House and instead of a weekday evening session, hold the event on a Saturday afternoon. The purpose would be to make the event more available to working families; to offer an Open House experience with all teachers present; and offer an Open House equally geared to parents and children. <p>We expect it will take two years of this format to fully evaluate the effectiveness.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● With our expanded 6-8th grade we have more struggling students entering. Sixth grade is the entry grade for the largest middle school in our area and we have a seen a significant increase in applicants from that district, often families looking for a smaller middle school experience. ● Special presentations by teachers and parents of 6-8th graders at our January open house will help parents understand the resources available for their students.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Hands-on project based learning; ● after school activities; ● significant family engagement opportunities; ● community service learning; ● individualized instruction; ● safe learning environment.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) 2018-2019 Strategies</p> <p>Our students are not of legal age to drop out.</p>

Retention Plan 2019-2020

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

All of our ongoing retention strategies seem to be working well. These include small class size with low adult: child ratios; extended day opportunities for students with disabilities; daily non-academic after-school program; frequent parent conferences; teaching assistants in all classrooms; family engagement; active learning strategies (hands on project based learning, arts integration); early identification of struggling learners; early literacy development via reading teacher; extra support in younger grades from OT, PT, and speech therapist.

The challenge is that even with all these strategies, we sometimes see fluctuation in attrition. With a small school population, that can be very idiosyncratic. Fortunately again this year, our attrition level was quite low.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 0.0%</p> <p>Third Quartile: 10.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Small class size with low adult to child ratio; • 4x/week after school homework club; • daily non-academic after- school program; • frequent parent conferences; • child study process for early intervention on a pre-special education evaluation basis; • teaching assistants in all classrooms
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: N/A</p> <p>Third Quartile: 16.7%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> • 3x/week after school homework club; • daily non-academic after- school program. <p>No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>

Retention Plan –2019-2020 Strategies
List strategies for retention activities for each demographic group.

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 4.0% Third Quartile: 15.3% The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p>Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Ensure that we have no income- based barriers to services; ● Ensure that application for free/reduced lunch is easily and confidentially accessible.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Small class size with low adult to child ratio; ● 3x/week after school homework club; ● daily non-academic after- school program; ● frequent parent conferences; ● RTI process for early intervention on a pre-special education evaluation basis; individualized reading instruction.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Family engagement; ● active learning strategies (hands on project based learning, arts integration); ● early identification of struggling learners; ● early literacy development via reading teacher; ● extra support in younger grades from OT, PT, and speech therapist.
<p style="text-align: center;"><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Not applicable

APPENDIX C

School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04500105&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.9
Asian	2	0.9
Hispanic	9	4.1
Native American	0	0.0
White	178	81.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	27	12.4
Special education	40	18.1
Limited English proficient	0	0.0
Economically Disadvantaged	34	15.2

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dan Klatz, Director of Administration	Responsible for financial oversight, admissions, site issues, legal issues, liaison to DESE, supervision of administrative staff, policy implementation	7/2001	NA
Lara Ramsey, Director of Teaching and Learning	Responsible for student support services, including discipline; supervision of teaching staff; curriculum development; education policy and implementation	7/2017	NA
Deirdre Arthen, Director of Community and Family Engagement	Responsible for parent /community volunteers; community service learning program; community events planning, online presence, supervision of development staff	4/2000	NA

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*
Teachers	23	0	2	employees chose to end employment
Other Staff	22	1	3(+4 Graduate Interns)	employees chose to end employment

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	10
Minimum number of board members in approved by-laws	6
Maximum number of board members in approved by-laws	15
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	5

Members of the Board of Trustees for the 2018-2019 School Year

BOARD MEMBERS FOR THE 2018-19 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Penny Leveritt	President, Parent	Domain Council	2	07/01/14-06/30/19
Amy Reesman	Clerk; Parent	Governance	1	07/01/16-06/30/19
Matthew Dube	Treasurer; Parent	Finance	1	07/01/18-06/30/2021
Noelle Stern	Parent	Governance	1	07/01/18-06/30/2021
Paula Ingram	Staff	N/A	1	07/01/18-06/30/2021
Liz Preston	Community Member	Personnel	1	07/01/18-06/30/2021
Chris Greenfield	Parent	Facilities	1	07/01/16-06/30/19
Tim Reynolds	Vice President, Parent	Domain Council	1	07/01/17-06/30/20
Joe Wyman	Parent	Personnel	1	07/01/17-06/30/20

Appendix D

Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Penny Leveritt	penny.leveritt@gmail.com	New
Charter School Co-Leaders			No Change
Family/Community Engagement Director			No Change
Special Education Director			No Change
MCAS Test Coordinator			No Change
SIMS Coordinator			No Change
English Language Learner Director			No Change
School Business Official			No Change
SIMS Contact			No Change

Facilities

Location	Dates of Occupancy
1 Industrial Parkway Easthampton, MA	August 2014- current

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 12, 2020
Lottery	February 13, 2020