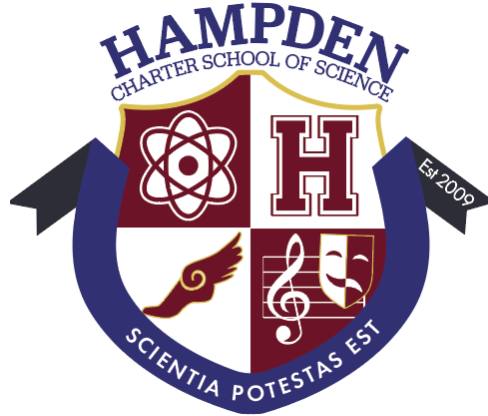


HAMPDEN CHARTER SCHOOL OF SCIENCE - EAST



ANNUAL REPORT

2019-2020

July 31, 2020

20 Johnson Road
Chicopee, MA 01022
Phone: 413 593 9090 Fax: 413 294 2648
<http://www.hampdencharter.org>

Tarkan Topcuoglu, CEO
ttopcuoglu@hampdencharter.org

Table of Contents

I.	Introduction to the School	1
II.	School Performance and Program Implementation	2
A.	Faithfulness to Charter	2
1.	Mission and Key Design Elements	2
2.	Amendments to the Charter	5
3.	Access and Equity: Discipline Data	5
4.	Dissemination Effort	7
B.	Academic Program Success	9
1.	Student Performance	9
2.	Program Delivery	10
C.	Organizational Viability	11
1.	Organizational Structure of the School	11
2.	Budget and Finance	12
III.	Additional Information	13
A.	Accountability Plan Performance for 2019 – 2020	13
B.	Recruitment and Retention Plan	15
C.	School and Student Data Tables	22
D.	Additional Required Information	25
IV.	ATTACHMENTS	I
A.	Evaluation Report Template	I
B.	Profit and Loss	II
C.	Balance Sheet	III
D.	Budget 2019-2020	IV
E.	Sample Internal Assessment Report	VI

I. Introduction to the School

Hampden Charter School of Science East			
Type of Charter	Commonwealth	Location of School (Municipality)	20 Johnson Road Chicopee, MA 01022
Regional or Non-Regional?	Regional	Chartered Districts in Region	Springfield, Ludlow, W. Springfield, Chicopee
Year Opened	2009	Year(s) the Charter was Renewed	2014, 2019
Maximum Enrollment	560	Enrollment as of 6/22/2019	524
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year	182	Students on Waitlist as of 6/22/2019	294
School Hours ¹	7:30 am to 2:37 pm	Age of School	11
<p>The mission of the HCSS is to provide a college preparatory-focused education to the youth of every race and ethnic group in Chicopee, Ludlow, Springfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission will empower our students with the support necessary to reach their highest intellectual, emotional, social and physical potentials building on the inherent promise to aid students' preparation for college.</p>			

¹ School ends at 3:30 p.m. when after school is also included.

II. School Performance and Program Implementation

A. Faithfulness to Charter

1. Mission and Key Design Elements

a) Problem and project-based instructional approaches for contextual learning

Project Based Learning is a school-wide instructional strategy that incorporates the development of 21st century skills assessed on a rubric. Key elements include teamwork, critical thinking, appropriate and efficient use of technology, and oral and written communication skills. The goal for the 2019-2020 school year was for each student at the Hampden Charter School of Science East to take part in at least two PBL experiences. This required most teachers to be a part of designing at least one PBL unit, often in collaboration with members of their grade-level teams. Teachers presented the PBL plan - including the driving question, project map, desirable outcomes, and rubric - to their classes, built student teams, and modeled effective collaboration, incorporating as necessary direct teaching strategies. Due to the COVID-19 Pandemic, not all PBLs that were started were able to be completed. While every student and most teachers were involved in working on PBLs, not everyone was able to finish and present the final findings of their projects. For the projects that were completed, student groups presented their projects to a group of faculty and students representative of the community their project was created for.

At HCSS East we believe that students learn best when they collaborate and work together to make sense of “what is going on.” Additionally, the project-based instruction method emphasizes students' own artifact construction to represent what is being learned. HCSS East facilitates opportunities for students to perform active investigations that enable them to learn concepts, apply information, and represent their knowledge in a variety of ways. The collaboration among students, teachers, and others in the community is shared and distributed among the members of the “learning community.” The project-based instruction appeals to the core of the school’s mission because it makes academic research more relevant to the students. Moreover, the project-based instructional method facilitates contextual learning for real-life problems.

In addition to Project Based Learning, during the 2019-2020 school year teachers also introduced Anchor Projects into their curriculum. Anchor Projects are independent projects that primarily take place outside of the classroom and allow for students to dig deeper into their understanding of a topic or unit. These are standards based projects that align with the curriculum and are done on a quarterly or unit basis depending on the class. Anchor Projects took place in all core courses during the year as well as in elective classes like Art, Music, and Foreign Language.

b) Rigorous academic program with extended math, science, and computer technology curriculum

State test data released over the years reveals that math, science, and technology were the subjects with which students in the Springfield area struggled. In addition to the rigorous curriculum, HCSS East focused on extended math and science education to close the gap for our students. The HCSS East academic program is designed to help students excel in their strong subjects and improve their weaknesses.

The HCSS East academic program includes the necessary elements to create the rigor for its students, including 21st century skills and project based, contextual learning, which helps students connect what they learn to their daily lives, making their learning more meaningful. In addition to these necessary elements, HCSS East offers extended math, science,

and computer technology curriculum. This allows students to explore the material more deeply in smaller settings where individual attention is given and teachers manage the pacing based on the students' needs.

In middle school, students take five 84-minute blocks of math, three 84-minute blocks of science - where one block is a lab class, and two 84-minute blocks of computer class every week. This allows teachers to create more learning opportunities for their students and students have the chance to learn the material at their pace. For example, students may enter an accelerated math path in 7th grade, which creates the opportunity to take Algebra 1 in 8th grade. In the regular track, students utilize the extended time to learn the material in more depth and with more practice, applying and enhancing what they learned. Student tasks are selected based on the Mathematics 2017 Frameworks. AP and Honors courses are offered in both the middle school and high school levels.

Due to the Coronavirus Pandemic the amount of weekly class time was reduced for the remainder of the school year, but students continued to use technology in their curriculum more than ever. For math and science classes, students were required to watch several instructional videos and complete several assignments each week. Teachers offered online tutoring for all students on a daily basis, and students were required to attend at least two of these sessions each week.

c) Individualized attention

The faculty and administration at Hampden Charter School of Science East are dedicated to improving individual student learning and performance. Staff engage in alternating biweekly grade level and department meetings, as well as weekly all-staff meetings, to discuss student progress on an individual, curricular, and school-wide level. We offer a 12.2 to 1 student-to-teacher ratio, allowing teachers to provide individualized attention to students in their classrooms.

After careful analysis of both district and state determined measures of student performance, core classroom teachers (of ELA, Math, Science, and Social Studies) design quarterly action plans, reflecting on the strategies and adjustments necessary for both whole class and individual student intervention. In these action plans, teachers identify students to tutor in groups of 5 or fewer, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. In the 2019-2020 school year, 100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans in line with a school-wide template; each action plan was reviewed and approved by their department's Director of Curriculum and Instruction.

d) College and career readiness

HCSS continues to implement its mission, which is to provide a college preparatory-focused education to the youth of every race and ethnic group in Chicopee, Ludlow, Springfield, and West Springfield in a safe, academically challenging, and caring educational environment. Our promise is to sustain small school size, provide extended math and science curriculum, individualized attention, college guidance, university outreach programs, and to encourage student-teacher-parent partnership. Our mission is to empower students to reach their highest intellectual, emotional, social and physical potential while preparing them for college.

We worked diligently to accomplish our mission. Classroom sizes ranged from 5-22 students. Students received extra hours of math and ELA: middle school students received 5 blocks of math and ELA weekly, while high school students received 4 blocks of math. Grades 6-11 received 2 blocks of science classes as well as one block of science lab aligned with their regular science course. All students had study hall time at the end of the day, at which time they also had the opportunity to get extra help with their academics in small groups.

HCSS also offered after school tutoring for the students who need help with their academics. Students had a chance to prepare for standardized tests including MCAS, PSAT, SAT, and ACT. Two full length practice SAT exams were administered in the school. In addition, students prepared for math and science competitions in and out of state.

In addition, HCSS offered a great opportunity for the students, the College Mentoring Program (CMP). CMP emphasizes academic, personal, physical, social development and college/career readiness. Students set a goal in four program areas: personal development, physical fitness, volunteer service, and expedition/exploration. Mentors, school staff, helped their students set challenging but achievable goals and plan activities to reach those goals. Students were guided and followed by their mentors throughout the program. With their mentor students were able to complete college and career searches of interest and to present to other CMP students. These students have been enrolled in The Congressional Award. Congressional Award Foundation is a non-profit organization created by the U.S. Congress in 1979 to reward and honor young Americans for their volunteer public service, personal development, physical fitness, and exploration activities. Based on time commitments to each of the areas, participants earn Bronze, Silver, or Gold Congressional Award Certificates and Bronze, Silver, or Gold Congressional Award Medals.

All students 6-12 took at least one career exam to help them find out more about their personalities and what majors and careers fit them. We also invited the professionals from the community on our career day to introduce a variety of majors and careers to the students.

HCSS uses the Naviance Curriculum for students in grades 6-12 that helps develop critical non-cognitive skills and college knowledge. Counselors helped students to find answers for questions such as “What makes me unique? What career is right for me? How do I choose the right college? What are colleges looking for? How do I reach my goals? How will I pay for college?”

To provide college guidance, high school students participated in visits to several college campuses including UMASS Amherst, Elms College, Amherst College, Westfield State University, Fitchburg State University. In addition, HCSS invited college representatives from Framingham State University, Western New England University, UMASS Amherst, Springfield College, and UMASS Lowell to bring college awareness, information, and inspiration to the HCSS campus. Sophomore, juniors, and senior students attended the college fairs at Sacred Heart University,

Sophomore and junior students participated in a dual-enrollment program organized by STCC, HCC, Westfield State University.

Junior and students and parents have attended Financial Aid Night organized by Western New England University.

The college guidance counselor visited the homes of most of the 11th and 12th grade parents and created individual college plans for each student. Since college counseling at HCSS is a highly individualized process, students worked closely with a counselor to explore the many talents and interests each has developed, to set goals based on those experiences, to research and find the colleges to support achievement of those goals, and to search and apply for scholarships to fund their college education.

The 2019-2020 school year was marked by success, showing that we are indeed helping students prepare for college, get into college, and succeed once there. Once again, 100% of HCSS graduates were accepted and 100% enrolled in college following graduation.

e) Supportive, structured, collaborative, and positive school culture achieved by student-teacher-parent partnership

Effective and ongoing communication is essential for building school-family partnerships. It constitutes the foundation for all other forms of family involvement in education. The great diversity among our families means that it is not possible to rely on a single method of communication that will reach all homes with a given message. It is essential that a variety of strategies adapted to the needs of our families is employed. These strategies include opportunities for face-to-face and electronic means of communication. HCSS East chooses these different strategies to maintain clear and strong

communication with our parents. Prior to the COVID-19 Pandemic, strategies used by HCSS East included Back-to-School Night, Parent-Teacher Conferences, the HCSS East Home Visit Program, phone calls, parent meetings, teacher/parent emails, HCSS East database access, HCSS East Friday Reminder Letter, Award Celebrations for Academic Achievement, Award Dinners for Student Athletes, monthly PTO Meetings and Events including a Fall Fair, Special Education Parent Advisory Council Meetings, NASA Sponsored Observe the Moon Night, the Winter Fine Arts Performance Concert and Displays, Automated Voicemail and Email alert system through Blackboard.com, the HCSS East Website, various social media platforms including Facebook, Instagram, and Twitter, and an open door policy maintained by the HCSS East admin team. During the COVID-19 Pandemic HCSS East was able to maintain these communications with families. All electronic means of communication remained in place and were regularly utilized. All Award Ceremonies were able to be continued electronically including the 8th Grade Step Up Ceremony and a preliminary High School Graduation event. The Music department was able to conduct several student performance shows electronically.

2. Amendments to the Charter

There is no amendment to the charter in the 2019-2020 school year.

3. Access and Equity: Discipline Data

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04990000&orgtypecode=5&=04990000&>

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	527	37	3.0	4.6	0.0	0.0	0.0	0.0
English Learner	20	2						
Economically disadvantaged	244	27	4.9	7.4	0.0	0.0	0.0	0.0
Students w/disabilities	56	10	7.1	12.5	0.0	0.0	0.0	0.0
High needs	285	28	4.2	6.7	0.0	0.0	0.0	0.0
Female	278	17	1.4	5.0	0.0	0.0	0.0	0.0
Male	249	20	4.8	4.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	1							
Asian	10	0						
Afr. Amer./Black	154	15	5.8	4.5	0.0	0.0	0.0	0.0
Hispanic/Latino	172	14	1.7	7.6	0.0	0.0	0.0	0.0
Multi-race, Non-Hisp./Lat.	11	1						
Nat. Haw. or Pacif. Isl.	0							
White	179	7	2.2	1.7	0.0	0.0	0.0	0.0

HCSS-East has taken steps including the following to reduce suspension rates and to address disparities among the sub-groups:

- Track behavior through the database using Positive Behavior Intervention and Supports (PBIS - Power of Praise) and
- Discipline Point System (DPS) that is visible to staff, students and parents
- Enhanced the DPS system to better track and more accurately identify classroom behaviors in real time
- Enhanced the Levels of Consequences to not only maintain accountability, but to increase classroom time
- Established an Alternative Study Room (ASR) staffed with an ASR teacher. While in ASR, students must reflect on behavior through mini-course packet and follow up with ASR staff.
- Counselor meeting with students with repetitive behavior
- Teacher trainings throughout the year
- Establish a discipline flow chart to better manage behaviors
- Impress constant parent communication and focus on teacher-student-parent relationships
- Deans visit classrooms and meet with teachers after to discuss best practices/strategies

4. Dissemination Effort

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
Project Based Learning	HCSS conducted a fifth PBL workshop (2020) for Western New England University education majors. The workshop included an interactive PowerPoint presentation, videos, handouts, and exemplary student models.	William MacKinnon, Humanities Lead Teacher Kevin McKenna, HCSS East PBL Coordinator	Raymond J. Ostendorf, Ph.D. Assistant Professor of Education Western New England University, 1215 Wilbraham Rd, Springfield, MA 0111	A result of the presentation was an increase in Western New England University students planning to fulfill their pre- practica and practica at Hampden Charter School of Science. Artifacts: Handouts, power point presentation The project was unfunded.
Accountable Talk	HCSS conducted an accountable talk workshop at Westfield State University to current education students. The workshop included a Google Slides presentation, videos, and some accountable talk discussions with attendees.	Corrina Wcislo, Director of Special Services	Raymond J. Ostendorf, Ph.D. Assistant Professor of Education Western New England University, 1215 Wilbraham Rd, Springfield, MA 0111	A result of the presentation was an awareness of how accountable talk discussions in middle school and high school classrooms can increase the student understanding. Artifacts: "Let Them Talk" Google Slides presentation The project was unfunded.
Instructional Technology	HCSS connected districts in Western Massachusetts with clear strategies for teaching students how to access nonfiction texts, as well as introduced a new technology - the InsertLearning extension - to participants in order to facilitate the teaching of nonfiction texts in a digital environment.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Best Practices of the Teaching of Writing Conference - October 2019 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants left the workshops armed with several model articles, as well as ongoing resources to guide them going forward. Artifacts: Google Slides presentation The project was unfunded.

Instructional Technology	HCSS conducted a workshop that introduced ways to utilize Google Apps in their ELA curriculum.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Best Practices of the Teaching of Writing Conference - October 2019 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants from districts in Western Massachusetts were introduced for a method of scaffolding the researching writing process using Google Apps and extensions, such as Read and Write for Google. Artifacts: Google Slides Presentation The project was unfunded.
Cultural Proficiency	HCSS conducted a workshop on building an anti-racist curriculum in the ELA classroom.	Nicole Godard, Director of ELA Curriculum and Instruction	National Council of Teachers of English (NCTE) Annual Convention - Baltimore, Maryland - November 2019	Participants were invited to consider their own ELA curriculum and the ways in which their text and task selection may uphold racist narratives. Participants looked at changes made in the HCSS curriculum as a model for how certain curricular moves - such as centering independent reading, book clubs, and specific skills instruction - can make way for a more sustained and strategic anti-racist effort in the English Language Arts classroom. Artifacts: Google Slides presentation The project was unfunded.
Instructional Technology	HCSS conducted a workshop on using Google Sheets for assessment and analysis.	Nicole Godard, Director of ELA Curriculum and Instruction Kevin McKenna, HCSS East PBL Coordinator	Western Mass Writing Project Spring Symposium - March 2020 Emily Lent-Hemingway, PD Coordinator for the Western Mass Writing Project	Participants were introduced to Goobric, a Google Sheets extension that integrates with Google Classroom, allowing teachers to collect assignments and embed rubrics into the documents themselves Artifacts: Google Slides presentation The project was unfunded.

B. Academic Program Success

1. Student Performance

Link for Hampden Charter School of Science East School Report Card: <http://reportcards.doe.mass.edu/2019/04990305>

Link for Hampden Charter School of Science East Accountability Report:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgtypecode=6&orgcode=04990305>

2019 Official Accountability Report – Hampden Charter School of Science East	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	67% - Substantial progress toward targets
Accountability percentile	79

Student achievement is a result of the well-established, all-around HCSS East educational model. All elements of this model are designed to ensure HCSS East creates opportunities for all learners to receive necessary support to reach their highest intellectual, emotional, social, and physical potentials. Curriculum design, continuous support for teachers, common instructional strategies, internal testing system, data-driven instruction, technology rich classrooms, contextual learning, accountable talk, teacher evaluation system, and family engagement are some important elements of that model.

HCSS East teachers utilize various strategies to engage all students in class and make the instruction meaningful. Teachers use backwards design and a gradual release of responsibility model when planning each lesson. Every lesson has a clear objective, opening with a WHY statement where teachers take time to explain the purpose of the lesson and to make real life connections. Lesson plans are reviewed weekly by DCIs and feedback is given to increase the quality of instruction.

The internal testing system also plays a crucial role in student achievement. Prior to the Corona Virus Pandemic, HCSS East administered school wide summative quarter final tests in ELA, science, social studies, and math at the end of each quarter. These tests were prepared internally in coordination with the classroom teacher and DCIs. Each major test was followed by an action plan. All data was analyzed, the results scrutinized, and individual goals were set. The students' previous years' state test and quarter final test results were also available to the teachers to create a more complete picture and better understanding of each student's progress. All core subject teachers, AP course teachers, special education teachers, and ELL teachers designed action plans to achieve their goals, design re-teaching activities, and set up after school, Saturday School, and study hall tutoring groups based on the data provided and ideas discussed. If further assistance was needed, administration arranged pull-out groups and found additional tutors. There were also various support methods used in school such as mentoring, peer tutoring, teacher

assistants, and co-teachers. During the remote instruction of the Coronavirus Pandemic, the HCSS East educational model was followed and carried out remotely using a variety of electronic resources. Lesson planning using a blended learning model was implemented. All previously designed action plans continued to be executed. Electronic tutoring sessions were offered to students on an individual and group basis as needed. Special education teachers continued to provide daily academic support sessions to students. Additionally, the HCSS East Academic Team designed an Advisory Program in which students identified as struggling academically with remote learning were assigned to a staff member that followed their academic progress, held tutoring sessions as needed, and were in constant contact with parents.

2. Program Delivery

HCSS East and West share a common curriculum developed in alignment with Common Core State Standards and the Massachusetts Frameworks, aimed toward developing the skills necessary for success in college and career. In the 2019-2020 school year, HCSS made several adjustments in an effort to improve our robust existing instructional model.

HCSS East moved to a more cohesive and unified approach to teachers' grade policies during the 2019-2020 school year. Teachers approached their instruction and grading through a lens of Blended Learning and explicitly teaching Habits of Work, imagining how they could most effectively leverage their in-class time with out-of-class time. Teachers received training to support their re-imagining of how they present their direct instruction, as well as the role of homework in their classes. Rather than using homework as a method of assessing student comprehension, teachers used these tasks (termed Class Prep Assignments) to introduce students to new material in advance of class, saving major assessments for class time where students would have access to their teachers for assistance and where teachers could more effectively observe and evaluate student progress.

In addition to the adoption of a Blended Learning model to balancing homework assignments with direct instruction, teachers also were pedagogically shifted to carefully consider which assignments were truly formative and which were summative in their approach to assessing student learning. Class participation, classwork, and the Class Prep Assignments were graded on effort, not correctness, in order to encourage students' work habits and willingness to take risks. In class, students engaged in higher stakes assignments that were graded on correctness and standards proficiency.

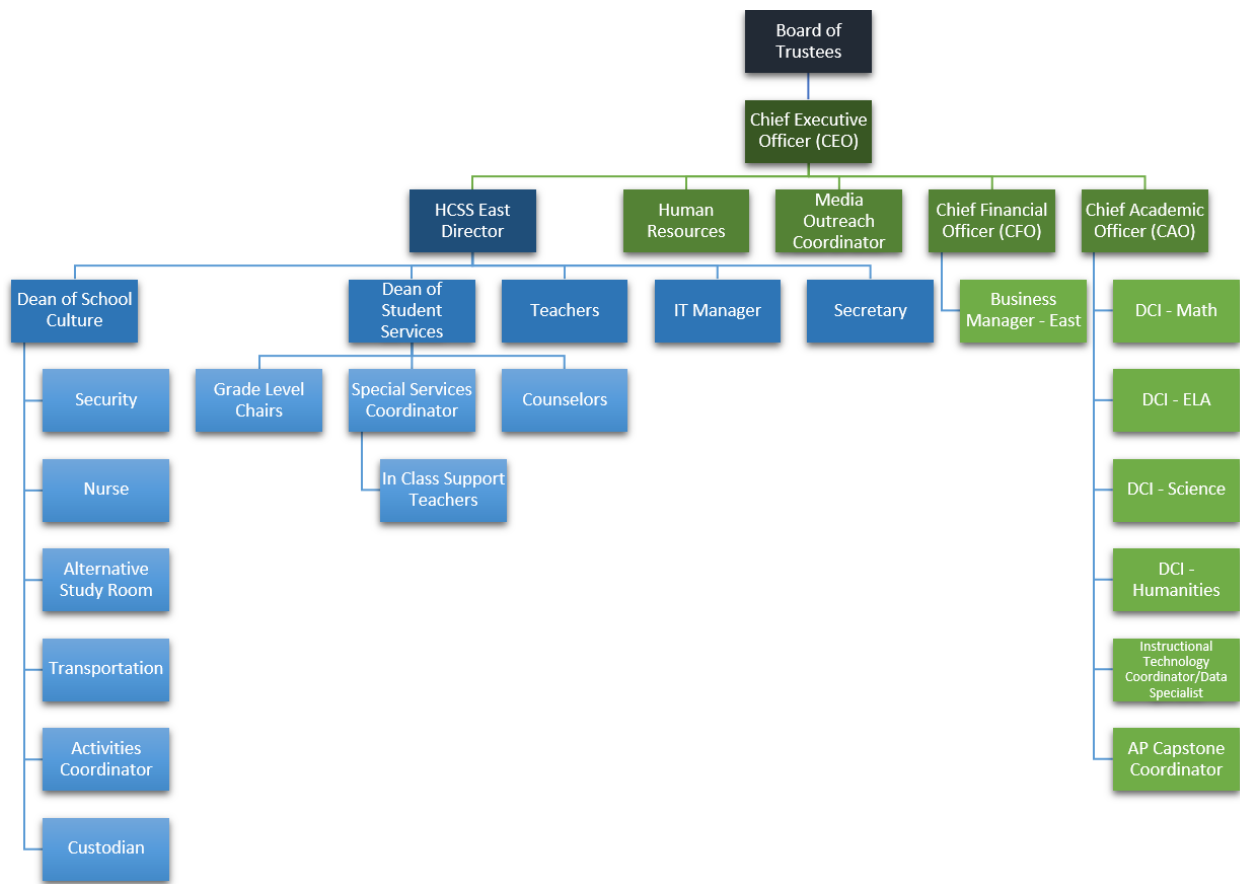
In an effort to continue leveraging our 1:1 Chromebook program to further engage and support students, HCSS expanded the pilot Zoom Tutoring Program that was launched in 2018-2019 to all Math, Science, ELA, and Advanced Placement teachers. Each of these teachers offered a weekly after-school office hour in which students could log on from home to receive tutoring, increasing student participation and access in our tutoring programs.

This year, HCSS-East also modified our internal assessments. In previous years, teachers administered quarterly midterm exams, styled after the MCAS. While these exams provided helpful data in advance of the Quarter Finals, this year we moved towards incorporating more rigorous, authentic assessments in each unit. Termed "Anchor Projects," these more extended assignments were designed to specifically assess students' mastery of anchor standards within each unit. Combined with our existing Project-Based Learning program, these Anchor Projects provided students with a wide range of opportunities to demonstrate content and skill mastery.

Finally, following the March COVID-19 school closure, HCSS was forced to translate the existing instructional model into a virtual environment overnight. Losing only one day in order to set the plan in motion, HCSS-East delivered its academic program via Google Classroom, virtual video conferencing software, and strategic use of educational technology such as EdPuzzle, Nearpod, Screencastify, digital textbooks, and online discussion arenas. Teachers recorded lessons and conducted regular live sessions with students, delivering instruction and assessments in a smooth transition from the brick and mortar building. Next year, HCSS-East plans to utilize the Canvas Learning Management System to further facilitate effective instruction in a virtual environment and to remain flexible and adaptable to whatever challenges lie ahead.

C. Organizational Viability

1. Organizational Structure of the School



Blue: School Staff & Green: Network Staff.

In the 2019-2020 school year, HCSS created the Director of Special Services position in the central office, which oversees the Special Services Coordinator and in-class support teachers in both schools. The organizational structure for HCSS East for 2020-2021 school year will be as shown in the chart above.

2. Budget and Finance

A. Unaudited FY20 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Hampden Charter School Of Science East Income Statement	Jul 19 - June 20
Total Income	\$ 8,033,482
Total Expense	\$ 7,243,056
Net Income	\$ 790,426

(See Attachment B for income statement details)

B. Statement of Net Assets for FY20 (Balance Sheet)

Hampden Charter School of Science East Balance Sheet	June 30,2020
Total Assets	\$ 10,630,208
Total Liabilities	\$ 10,630,208

(See Attachment C for Balance Sheet details)

C. Approved School Budget for FY21

Operational Budget 2019-2020	Allocation
Total Revenues	\$ 7,348,685
Total Expenses	\$ 7,230,832
Net Surplus/Deficit	\$117,853

(See Attachment D for Approved School Budget details)

From June 4th, 2020 HCSS Board meeting:

HCSS East 2020-2021 Budget: A motion was introduced by Dr. Khan and seconded by Ms.Caylan to approve the HCSS East 2020-2021 SY Budget.

Roll Call: All in favor. Motion passed unanimously. Resolution # 200604.3

D. Capital Plan for FY20

There is no Capital Plan for FY20

III. Additional Information

A. Accountability Plan Performance for 2019 – 2020

Objectives and Measures related to Mission and Key Design Elements:	2019-2020 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: HCSS East will provide opportunities for students to experience deep student learning requiring critical thinking and conceptual understanding including project-based instruction and contextual learning. (KDE #1)		
Measure: Each year, 100% of HCSS East students who attended for 160 or more days will complete six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	100% of HCSS East students who attended for 160 or more days completed six contextual learning projects in 2019-2020 school year.
Measure: Each year, 90% of HCSS East students who attended for 160 or more days will earn a passing score on six contextual learning projects each year. These projects may include Project Based Learning (PBL) and Anchor Project experiences.	Met	99.8% of HCSS East students who attended for 160 or more days earned a passing score on six contextual learning projects.
Objective: HCSS East will empower its students to reach their highest intellectual and social potentials, providing unique and challenging opportunities with extended math, science, and technology curriculum. (KDE #2)		
Measure: Each year, 90% of all 11th and 12th grade students will enroll in a DESE-approved advanced[1] math, science, or technology course, and 90% of all 11th and 12th grade students who enroll in a DESE-approved advanced course will achieve a passing grade in the course.	Met	96% 11th and 12th grade students enrolled in a DESE-approved advanced math, science, or technology course. 96% of all 11th and 12th grade students who enroll in a DESE-approved advanced course achieved a passing grade in the course.
Measure: 100% of 9th and 10th grade students will be offered an AP course each year, and 80% of the 9th and 10th grade students who take an AP course will earn a passing grade (65 out of 100 or higher) in the course.	Met	100% of 9th and 10th grade students offered an AP course including AP Environmental Science, AP Biology, AP Psychology, AP Computer Science, AP World History, AP Human Geography, and AP US History in the 19-20 school year. 98% of the students who took an AP course earned a passing grade
Objective: HCSS East will provide individual attention and therefore empower student academic success. (KDE #3)		
Measure: Each year, the HCSS East student-teacher ratio will be lower than the state average.	Met	HCSS East student-teacher ratio: 12.2 State student-teacher ratio: 12.9

Measure: Each year, 100% of ELA, Math, Science, and Social Studies teachers will design and implement quarterly action plans. In these action plans, teachers will identify students to tutor in groups of 5 or less, including the Lowest Performing Students as defined in the DESE's Accountability Report School Leader's Guide. Tutoring takes place weekly during study hall periods, after school, and online.	Met	100% of ELA, Math, Science, and Social Studies teachers designed and implemented quarterly action plans after the quarter 1 and quarter 2 finals. The quarter 3 final was canceled due to the Coronavirus Pandemic.
Measure: Each year, 80% of the Lowest Performing students, as defined in the DESE's Accountability Report School Leader's Guide, will achieve a passing grade by the end of the year in their ELA and Math courses.	Met	100 % of the Lowest Performing students achieved a passing grade in both their ELA and Math Courses.
Objective: HCSS East will effectively prepare students for success in college, career, and beyond. (KDE #4)		
Measure: Each year 90% of students in grades 8-11 will take their grade level PSAT, and at least 60% of students who take the PSAT will meet the benchmarks defined by the College Board for EBRW and/or Math.	Met	PSAT/NMSQT was administered on October 16, 2019 for the 11th grade students. PSAT 8/9 and PSAT 10 were administered on March 12, 2020 for graders 8, 9, and 10. 94% of the students took the PSAT exams. 72% of the students met the benchmarks defined by the College Board for EBRW and/or Math.
Measure: Each year, at least 70% of all seniors will have taken at least one AP course by graduation, and at least 50% of those seniors will earn a score of 3 or above on at least one AP exam by graduation.	Partially Met	74% of all seniors took at least one AP course by graduation, and at least 45% of those seniors earned a score of 3 or above on at least one AP exam by graduation as of June 20, 2020. 2020 AP exam results will arrive in July 2020.
Objective: HCSS East will sustain a supportive, structured, collaborative and positive school culture by promoting student-teacher-parent partnership. (KDE #5)		
Measure: Every family will receive at least 8 individualized communications about their student from HCSS East teachers each year.	Met	100% of families received eight or more individualized communications about their students. Type of communication includes; phone call, email and home visit.
Measure: To establish and sustain the relationship between school and home, HCSS East will host five or more family events annually such as picnics, back to school night, multicultural night, college night, and concerts.	Met	HCSS East hosted 11 family events in the 19-20 school year.
Measure: HCSS East will administer a School Climate Survey each year, in which at least 40% of families will participate. In this survey, at least 75% of the responses will reflect a positive rating (e.g. agree or strongly agree) for the statements "This school promptly responds to my phone calls, messages, or e-mails" and "I feel welcome at my student's school".	Partially Met	Participation: Not Met (17%) This school promptly responds to my phone calls, messages, or e-mails: Met (83%) I feel welcome at my student's school: Met (92%)

Dissemination Objective and Measure:	2019-2020 Performance	Evidence (include detailed evidence with supporting data or examples)
Objective: HCSS East will disseminate information about its educational model and best practices.		
Measure: HCSS will design and publish a website about its educational model and best practices. HCSS staff will post at least five best practices to the website each year.	In progress	HCSS staff is currently working on the website. Website will be published in 20-21 school year. Note: Accountability plan was approved in middle of 19-20 school year.
Measure: By the end of this charter term, HCSS will organize and conduct at least 5 webinars or on-site trainings about its educational model and best practices. These webinars or on-site trainings will be open to other schools and public.	In progress	HCSS organized a webinar in 19-20 school year. HCSS also conducted other workshops for dissemination. Please see page 7 for other dissemination efforts.

B. Recruitment and Retention Plan

Recruitment Plan 2019-2020

School Name: Hampden Charter School of Science East

2019-2020 Implementation Summary:

During the 2019-2020 school year, Hampden Charter School of Science East fully carried out the proposed Recruitment Plan in an effort to reach students from every demographic group. In order to strengthen the name recognition, HCSS posted ten billboards in prominent locations in Hampden County. HCSS East also held Open Houses from December to March. HCSS was able to expand our reach by placing brochures in local businesses and at community centers and religious institutions. To ensure that all families in our sending districts were aware of the opportunity to apply to HCSS, HCSS mailed 45,000 booklets and brochures to prospective families. Our booklets and brochures made clear that we are a tuition-free public charter school. We also mailed 30,000 postcards to further our name recognition and to reach more prospective families.

In order to implement a face-to-face recruitment strategy, HCSS distributed brochures in 100 different locations across our sending districts. Some of these locations included Holyoke Mall, Barnes and Noble, Springfield YMCA, Boys and Girls Club of Ludlow, Boys and Girls Club of West Springfield, Polish Cultural Center in Chicopee, health centers, Westover Airbase, and all libraries. We also distributed brochures at fitness centers, religious institutions, and eateries. Our brochures and advertisements also included our information session dates, information about our tutoring and extra support programs, open house dates, and how to apply. Through our relationships with local media outlets, HCSS was able to appear in articles, radio, and television features. Through MassLive, News 22, The Russian World, and WGGB. HCSS increased its promotion through paid television advertisements. HCSS was recognized for school events, community outreach, and athletic success. These prominent news organizations highlighted our academic successes, extracurricular programs, athletic teams, and community outreach. Articles appeared in multiple languages, including Russian and Spanish.

In order to truly experience HCSS, we were happy to host Open Houses starting in December and ending in March when the lottery was held. At these Open Houses, prospective students and families were given a tour of our school by a member of administration along with two Student Ambassadors. Information sessions were hosted by HCSS administration including HCSS Deans. In attendance were also special education, ELL staff, and translators. This allowed prospective students and families to ask questions about the school and receive knowledgeable answers from key members of the staff as well as students chosen due to their high standing in the school and their community. To reach more families, HCSS hosted information sessions in the community at local libraries.

HCSS participated in the community's Autism Speaks Walk, a contingent of students and staff members wearing specially designed Autism Speaks HCSS shirts represented the school. HCSS also hosted a community Winter Festival where we showcased our academic and non-academic clubs and invited the community to learn more about our school program.

HCSS-East has its own Facebook page, Twitter and Instagram accounts which regularly posts news and updates to parents and students. HCSS has conducted two family webinars to help HCSS parents and the greater community transition to Virtual School and provide summer resources for students and families.

HCSS East believes it will meet or at least narrow the comparison index targets for the 2020-2021 school year. Enrollment shows an increase in special education students and English language learners. Enrollment may be impacted by the high number of siblings enrolled in for the 2020-2021 school year. Around twenty-five percent of incoming students in the sixth grade are siblings. Though the HCSS ELL and Special Education population grew in the 2019-20 school year, we did not meet Narrow the Gap target. HCSS East has a highly successful English Language Learning program and at the end of the 2018-19 school year thirty-eight percent of ELL students were reclassified as Formerly English Limited Proficient. This greatly reduces the number of students classified as ELL students for the 2019-20 school year. In the area of Special Education, we have historically met the national average of Special Education students, but not the state average. This is partly due to our technology rich and hands on educational model that meets the needs of so many learners including students with disabilities. Our small class sizes and individual attention gives students with disabilities the ability to make academic progress in the general education classroom equal to their nondisabled peers.

General Recruitment Activities for 2019-2020

1. Hold weekday and weekend Open Houses.
2. Make flyers, posters, and videos available for prospective students and parents.
3. Request and obtain a mailing list of students from the public schools of Springfield, Chicopee, West Springfield, and Ludlow in order to reach out to students in every demographic.
4. Send brochures and fliers to these potential students.
5. Place billboards in prominent locations.
6. Place advertisements in local newspapers in multiple languages.
7. Place radio and television advertisements.
8. Increase use of social media such as Facebook, Twitter, and Instagram
9. Continue to develop a relationship with local media outlets such as MassLive, the Chicopee Register, and ABC40.
10. Invite prospective applicants (individuals and groups) to visit the campus and meet with faculty and students.
11. Visit local K-5 charter schools and private schools.
12. Invite local K-5 charter school representatives to our school for informational and collaborative meetings.
13. Utilize online publications to post information about our application process.
14. Develop a broader social media presence and post information about our school and the application process.
15. Post on our website testimonials of current parents and students, including specific subgroups noted in the chart below.

Recruitment Plan – 2019-20 Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) 2019-2020 Strategies
School percentage: 10.9%	<input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed <ul style="list-style-type: none"> ● To post on the school website and social media pages, testimonials from parents and alumni regarding the excellence provided in our SPED programs and services. ● To place brochures and applications at special education advocacy groups.

<p>GNT percentage: 14.5%</p> <p>CI percentage: 15.9%</p> <p>The school is below GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> ● To highlight the guidance counselor support regarding college. ● To partner with Westfield State University Inclusive Concurrent Enrollment program for special education students ages 18-22 with intellectual disabilities to obtain a college experience. ● Post a video on social media highlighting positive outcomes for special education students at HCSS. ● Participate in the Annual Autism Speaks Walk in Western New England to recruit students on the autism spectrum. ● Highlight special education program in radio advertisements. ● Visit Baystate Family Advocacy Center and the Federation for Children with Special Needs in order to create partnerships to help HCSS connect with families served by these organizations. ● Highlight the benefits of Universal Design for Learning (UDL) which HCSS provides its students and the specific benefits for special education students ● Hold open houses dedicated to prospective special education students. ● Make brochures available at the Brain Balance Center in West Springfield. ● Conduct a Parent Informational Session at SEPAC meeting for Parents of students with disabilities. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● To send notice of HCSS SEPAC meetings to Special Education Advocacy Groups for public invitation and attendance at SEPAC workshops and trainings (1 year) ● To place brochures and applications at community centers / youth and teen centers including: YMCA, Boys and Girls Clubs, Dunbar Community Center, South End Community Center (2 years)
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 4.8%</p> <p>GNT percentage: 7.4%</p> <p>CI percentage: 8.0%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● To make cultural celebrations such as the Multicultural Night, Hispanic Heritage Festival, and Black History Month Presentations open to the public or highlighted by local media and school social media posts. ● To advertise HCSS in Spanish, Russian, Middle Eastern, Turkish, Nepalese, Lao, and Somalian publications and to have current staff members and parents/guardians host informal information sessions in their homes, churches, or other local facilities. ● To make all necessary school documents and most supplementary documents available in Spanish, Russian, Arabic, Turkish, and Chinese. ● To highlight staff and student diversity in HCSS brochures and advertisements. ● Recruitment ads and billboards will be placed in high traffic areas. ● Place copies of our application in English, Spanish, Russian and Turkish at Family Resource Center of the sending district schools. ● Bilingual staff will participate in information sessions and recruitment events. ● For students and families who are LEP and contact the school regarding admission, current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission. ● Post a video on social media showing the positive outcomes for ELL students at HCSS. ● Highlight ELL program in radio advertisements.

	<ul style="list-style-type: none"> ● To post multilingual brochures and applications at The Gray House ESL program and Springfield Adult Education ESL program. ● Visit The Gray House ESL program in order to create a partnership and to inform parents of educational choices. HCSS would provide adult ESL students with information on schooling and school choice. ● Create and post multilingual videos on social media to highlight our diverse student population. ● Mail multi-language brochures to prospective families. ● Ask our current ELL students to join us for an informational session at their house of worship and or community center. (1-2 years) ● Provide brochures to the Valley Opportunity Council which provides English classes to parents and adults. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Advertise availability of translation services for non-English speaking parents/guardians to participate in the educational process (1 year) ● To place multilingual brochures and applications at community centers / youth and teen centers including: YMCA, Boys and Girls Clubs, Dunbar Community Center, South End Community Center (2 years)
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 42.7</p> <p>Gap Narrowing: 48.2%</p> <p>CI percentage: 56.4%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● To highlight in HCSS brochures and advertisements that we will be providing free breakfast and lunch for all students who attend HCSS. ● To make our brochure and application available to families residing in low-income housing developments throughout our sending districts by placing them in local Boys and Girls Clubs, PVTA (Pioneer Valley Transit Authority), local and state aid agencies, food banks, and community organizations. ● To highlight our one to one Chromebook program for every student in our brochure and recruitment materials ● To highlight our college acceptance rate and scholarships earned by HCSS graduates on social media. ● To donate goods and time at local soup kitchens with student ambassadors passing out information about HCSS and our programs. ● Highlight on our website our transportation policy of bussing all students to and from HCSS East living outside a mile from the building. ● Highlight that the one to one Chromebook is free to students ● Place brochures in food banks such as Mission Center New Jerusalem, Lord's Food Pantry, and Indian Orchard Brown Bag <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● Host information session open to the public and emphasize such factors as the average dollar amount of scholarships that HCSS graduates receive (1 year) ● Highlight in advertising the average dollar amount of scholarships that HCSS students receive (2 years)

<u>Students who are sub-proficient</u>	<p>(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● To highlight information about our tutoring services, Saturday School Program, Study Halls, and extra support services in brochures, advertisements, and open houses. ● To advertise the results of these programs through the increased MCAS performances of our students in grades 6 through 10. ● To make our brochure and application available in tutoring and academic enrichment centers such as 21st Century Learning Centers and the Brain Balance Center.
<u>Students at risk of dropping out of school</u>	<p>(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● To highlight our Peer Mentoring Program and the College Guidance Counselor support in the brochures and open houses. ● To make our brochures and applications available to programs in our sending districts that service at risk youth. ● To host college awareness information sessions at local libraries, YMCAs, and Boys and Girls Clubs.
<u>Students who have dropped out of school</u>	<p>(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● To request student contact information from local guidance counselors and GED programs in our area in order to send brochures and applications to students who have dropped out in our sending districts. ● To initiate contact with local Job Corps and ask them to distribute our brochure and application.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> ● To communicate directly (e.g., letters, phone calls, brochures, and flyers) with selected groups of prospective applicants.

Retention Plan 2019-2020

2019-2020 Implementation Summary:

During the 2019-2020 school year, Hampden Charter School of Science continued to work to increase the percentage of students who stay at HCSS, utilizing the Retention Plan set in place. In order to increase this number, we first had to review the data to identify trends in attrition. More often than not if a student left HCSS it was for one of five reasons: the student had been accepted to HCSS West or a private school; the bus or car ride to and from school was believed to be too long; the family moved out of the sending district; HCSS does not have the athletic sport that the student preferred; or the family decided that the HCSS standards and expectations were too high and that our standards and expectations meant that a level of performance that might mean promotion to the next grade at another school would not necessarily translate into promotion to the next grade at HCSS.

HCSS East continued its focus on service projects and giving back to the community. Students and staff attended the Westfield Autism Speaks Parade; the JDRF Type 1 Diabetes Relief Walk, participated in a blood drive for local hospitals, spent a day beautifying the Connecticut River with the Source to Sea Cleanup, participated in the Mayflower Marathon, which is the largest one day donation of food in the Springfield area, participated in National Read Day, where graduating seniors read to local Chicopee elementary school students. Giving back to the community is a key way to build a positive school culture that demonstrates compassion about the world we live in.

HCSS also celebrated its diverse student body by celebrating Hispanic Heritage Month, Black History Month, Autism Awareness Week, honor roll celebrations, athletic banquets, Winter Concert and Art Showcase, and Winter Carnival.

To better meet the needs of our students, HCSS East implemented an online tutoring program using Zoom technology. This program helps students who cannot stay after school due to a lack of transportation. This program benefits low and moderate income students by providing them with at home academic support using their 1 to 1 Chromebook provided by HCSS East.

HCSS East increased its academic and athletic teams. We improved our robotics facility to be state of the art and added a second team based on demand. To meet the needs of athletes, HCSS East added two additional MIAA sports teams in the area of tennis and softball, though both are spring sports and were canceled due to Covid-19.

HCSS East believes that maintaining parent communication is key when focusing on struggling students. Our most essential tool for working towards this goal is our online database, where teachers log grades, feedback, homework assignments, and much more. Parents have their own login information and can check into this system at any time. In addition to this tool, HCSS staff members are required to respond to all parent communication - phone call, email, etc. - within 24 hours. Staff members are encouraged to call parents for both positive as well as negative classroom behaviors, and all parent communication is logged. Parent meetings with teachers and administrators are always welcome and easy to schedule.

Another system that we have in place is the Home Visit program. Staff members must complete a minimum of five home visits each school year, with some administrative team members making close to thirty visits a year. This is a more intimate way to get to know the students and their families, to demonstrate that the school is willing to go above and beyond for the success of the students.

Though HCSS East has an overall attrition rate below the third quartile and comparable to comparison charter schools, we are working to improve our overall attrition rate and the attrition rate for special education students and English Language learners. During virtual school, we set up an advisory program for special education, ELL, and all struggling students. The advisory program increased the number of special education and ELL students successfully completing their grade level. HCSS also continued to provide special education and ELL services throughout virtual school and kept in constant communication with students and families.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) 2019-2020 Strategies
<p>School percentage: 20.4%</p> <p>Third Quartile: 17.2%</p> <p>The school is above third quartile percentages.</p>	<p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● To make sure that all special education students are performing at or above their potential, the school will hold Team meetings every other week with teachers and grade level chairs to discuss at risk students and devise individualized success plans. ● To continue our Inclusive Concurrent Enrollment (ICE) Program with Westfield State University, which provides dual enrollment opportunities for transitional students ages 18-21 with intellectual disabilities and/or autism spectrum disorder, to participate in an inclusive college experience. Students have the opportunity to audit or take college courses for credit, with supports determined through their IEP and TPF. ● To facilitate the HCSS Special Education Parent Advisory Council. ● To continue to offer after school, study hall, and Saturday school tutoring. ● To hold professional development for all staff members on topics such as differentiation techniques and how to read and follow an IEP.

	<ul style="list-style-type: none"> • To continue to offer make-up test procedures in which all SPED students will be given the same opportunity to learn the material and improve performance on HCSS finals and benchmarks. • Send out a survey to HCSS parents of special needs students evaluating the school and special education program • Conduct at least two trainings for HCSS parents based on the survey. • Conduct at least one training for HCSS staff based on the survey. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Weekly review of student progress and parent communication and collaboration for students with missing or incomplete assignments (1 year) • Facilitate and host information and training session for parents of students with special education on use of online school resources including student information system and online instructional platforms. (2 years)
Limited English-proficient students/English learners Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 25.0%</p> <p>Third Quartile: 20.2%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Classroom teachers will keep in constant communication with ELL teachers and director to monitor LEP student progress and explore differentiation techniques for the classroom. • To assign LEP students a staff advisor who speaks their language, is compassionate and supportive, and can communicate with their families. • To ensure that LEP students have support in their daily assignments and understand the material, LEP students will work closely with the ELL coordinator and teachers. • To complete home visits for all ELL families who agree to participate. • To hold an ELL parent night with translator. • To embrace students' heritage, cultural clubs and events will be provided. • ELL staff members will make themselves available after school and during Saturday school for extra support. <p style="text-align: center;">(c) 2020-2021 Additional Strategy(-ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Weekly review of ELL student progress and parent communication and collaboration for students with missing or incomplete assignments. (1 year) • Facilitate and host information and training sessions for parents of ELL students on use of online school resources including student information system and online instructional platforms. (3 years)
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • HCSS will continue to provide breakfast and lunch for every student with no charge.

<p>School percentage: 17.8 Third Quartile: 18.0%</p> <p>The school is below third quartile percentages.</p>	<ul style="list-style-type: none"> To help needy families outside of school, we will provide school supplies, uniforms, and food for homeless families over long weekends and vacations. To have an active Parent Teacher Organization (PTO) that plans fundraisers and uses proceeds for families who request help. To provide weekly food packages for families who are in need and agree to the service in conjunction with our food supplier Sodexo. HCSS school counselors will reach out to families and supervise the programs. Inform low income families about school resources such as no cost field trips and free medical resources. Conduct an informational session for families on scholarship opportunities and how HCSS helps students earn scholarships for college. <p style="text-align: center;">(c) 2020-2021 Additional Strategies, if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> N/A
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> To utilize the database, quarter finals, and benchmarks to identify at risk students as early as possible and to take appropriate action immediately. To provide academic and emotional support such as tutoring, Saturday School, peer mentoring, academic advising, and counseling.
<p><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"> To identify high risk students in high school through the work of our CST (Child Study Team). These weekly meetings are in place to make and implement individualized plans for each student in the school who is at risk of failing. These plans include extra check-ins and attention from teachers, differentiation techniques, and an increase in the frequency of a teacher's communication with families about individual assignments. To use the CST list as well as teacher observations to identify at risk students and provide them with extra help from our College Guidance office to identify four year colleges and universities that are a match for them and to help them through the application and financial aid process.
<p><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"> To reach out to each student during the school year to offer guidance in finding a new school and/or available programs.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> The goal at HCSS is that students of all race, gender, or socio-economic class receive a rigorous, balanced, individualized education that prepares 100% of students for a four-year college. The whole structure of our charter - from extended school hours and Saturday School to implementation of the database and beyond - is designed to reach all students in our school.

C. School and Student Data Tables

Hampden Charter School of Science East school report card link is as follows:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04990000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body

African-American	161	30.8
Asian	10	1.9
Hispanic	170	32.5
Native American	1	0.2
White	160	30.6
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	21	4.0
Special education	59	11.3
Limited English proficient	21	4.0
Economically Disadvantaged	244	46.7

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Robyn Nelson, <i>Director</i>	The Director works under the direction of the CEO: provides leadership and supervision and is directly responsible for the efficient operation of the building and learning environment. She establishes and maintains an effective learning climate in the school and supervises/evaluates all assigned staff members regarding their individual and group performances. She is responsible for the safety and administration of the building. She establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs and to interpret administrative directions.	8/1/2019	
Sener Dere, <i>Dean of Student Services</i>	The Dean of Student Services works closely with the Director and reports to him. He supervises individual student performance assessment and achievement, assessment of curriculum and instruction, and recommends improvements. The Dean of Student Services supervises the Guidance Counselor(s), who advises students regarding college majors, admission requirements, entrance exams, financial aid, and apprenticeship programs. She communicates with teachers, parents, and administrators on an ongoing basis to address students' academic and behavioral concerns. He plans and evaluates the in-person and online tutoring, after-school programs, and Saturday Academy and provides reports to the Director. He organizes, manages and implements all standardized testing within the building. He is responsible for advising students regarding the accuracy and completeness of records and credits and performs periodic credit checks from grades nine through twelve with an emphasis on the senior year.	8/1/2019	
George Borelli, <i>Dean of School Culture</i>	The Dean of School Culture provides guidance for students and families. He establishes and maintains a positive, safe, and college-going school culture. He supervises the consistent and fair administration of school policies regarding student conduct and discipline and tracks behavior statistics, discipline interventions, and outcomes on an individual student level and on a school-wide level. He serves as the primary formation and discipline authority for students, supporting teachers with students who are being disruptive in class, removing students (as necessary) and assigning appropriate consequences. He works with colleagues to create a classroom management plan and maintain a consistent discipline policy that rewards positive behaviors and deters negative behaviors. The Dean of School Culture is responsible for developing and implementing student discipline policies and organizing parent involvement activities. The Dean of Students oversees student attendance, discipline matters, and community and parent relations.	8/30/2010	

Corrina Wcislo, Director of Special Services	The Director of Special Services is responsible for overseeing the implementation of all services for special populations including the special education students, English Language Learners, and students on 504 plans. The Director of Special Services oversees the special education teachers, paraprofessionals, and ELL teachers. The Director of Special Services ensures that all special services programs and activities conform to federal and state regulations and guidelines, and complete all required reporting. The Director of Special Services also coordinates and facilitates professional development; assists school with school-level programming; and collaborates and communicates effectively with other departments within the district.	8/30/2019	
Akin Karadas, School Business Manager	The Business Manager provides three very important services for the school: helps the Director develop the budget, monitors the budget, and sends out alerts to the Director and Board of Trustees. The Business Manager leads the development of the school budget, always in concert with the Director, so that the budget reflects the mission and vision of the school. His job includes meeting the state and federal guidelines for managing the school funds. The Business Manager develops and implements an annual fundraising plan to achieve budget goals, and develops and implements an external communications plan to improve awareness of HCSS. Furthermore, the Business Manager manages and supervises school operations such as custodial services.	8/30/2018	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR

	Number as of the last day of the 2019- 2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	44	2	1	Personal, Other Career Opportunities
Other Staff	37	1	0	Relocation within the network

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2020	7
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	12
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	NA

BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Nigar Khan, EdD	Chair	Governance Committee	3	Election date: 03/08 Expiration date: 07/20 Length of term: 3 yrs
Dale Parker	Secretary	Education and Grievance Committee	1	Election date: 08/18 Expiration date: 07/21 Length of term: 3 yrs
Saadia Crawford- Carter, MSW	Trustee	Education and Grievance Committee	0	Election date: 10/16 Expiration date: 07/19 Length of term: 3 yrs
Esra Caylan	Trustee	Finance and	0	Election date: 8/18 Expiration date: 07/21 Length of term: 3 yrs

		Grievance Committee		
Nabi Shahan	Treasurer	Education and Grievance Committee	0	Election date: 4/17 Expiration <u>date:07/20</u> Length of term: 3 yrs
Emmanuel Russell	Trustee	Governance and Education Committee	0	Election date: 7/17 Expiration <u>date:07/20</u> Length of term: 3 yrs
Diane Hunter	Vice Chair	Education and Grievance Committee	1	Election date:02/14 Expiration date:07/20 Length of term: 3 yrs

D. Additional Required Information

1. Key Leadership Changes

Position	Name
Director	Robyn Nelson - 8/1/2019
Special Education Director	Corrina Wcislo-8/1/2019
Dean of Student Services	Sener Dere - 8/1/2019

2. Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	March 8, 2020
Lottery	March 11, 2019

E. Anticipated Board Meeting Schedule for 2019-2020

Hampden Charter School of Science East and West Board of Trustees meet at the HCSS East building located at 20 Johnson Rd. Chicopee, MA 01022. Stated below are prospective meeting dates for the 2020-21 school year. In case for remote meeting the address is: <https://zoom.us/j/4929815810>

- 24 September 2020, Thursday, 6:30 pm
- 22 October 2020, Thursday, 6:30pm
- 19 November 2020, Thursday, 6:30pm
- 28 January 2021, Thursday, 6:30pm
- 25 March 2021, Thursday, 6:30pm
- 27 May 2021, Thursday, 6:30pm
- 22 July 2021, Thursday, 6:30pm

IV. ATTACHMENTS

A. Evaluation Report Template

Hampden Charter School of Science Evaluation Report												
			Name			SCORE			RATING			Evaluation Data as of
			Department									
			Job Classification									
			Academic Year									
Standard I Curriculum, Planning, and Assessment			Standard II Teaching All Students			Standard III Family and Community Engagement			Standard IV Professional Culture			
RATING on Standard I			RATING on Standard II			RATING on Standard III			RATING on Standard IV			
Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	Evaluation Item	Score	Performance Rating	
CURRICULUM			TEACHING			PARENT COMMUNICATION			PROFESSIONALISM			
Curriculum Map			Admin/DH Observations			Parent Communication			Teamwork			
Pacing			Admin/DH Walkthroughs			Home Visits			Reliability			
PBL*			GRADING			EXTRACURRICULAR ACTIVITIES			Shared Responsibility			
PLANNING			Grades Year to Date Average			# of Edtracurriculars Attended			Openness			
Lesson Plans Submission			Grades Checkpoints Met			# of Edtracurriculars Organized			Professional Demeanor			
Lesson Plans On Time			Grade Policy Year to Date Average			After School Club			ATTENDANCE			
Lesson Plans Rubric Score Ave.			Grade Policy Checkpoints Met						Attendance			
Action Plans									Tardiness			
SUB Plans									Meeting Participation			
ASSESSMENT									PROFESSIONAL DEVELOPMENT			
Student Achievement									Professional Practice Goal			
SLG									Peer Observations			
Tutoring												
Student Learning S.M.A.R.T. Goal(s) (SLG)					SLG District Determined Measures (DDM)		Progress Toward Student Learning Goal		SLG Evidence			
Professional Practice S.M.A.R.T. Goal (PPG)					PPG District Determined Measures (DDM)		Progress Toward Professional Practice Goal		PPG Evidence			
									Meeting Date			
Employee's Signature			Director's Signature			Dean of Academics' Signature			Department Head's Signature			

B. Profit and Loss

	<u>Jul '19 - Jun 20</u>
Ordinary Income/Expense	
Income	
Grant Income - State & Federal	374,212.45
Private Grants	29,495.47
4000 · Tuition Revenue	6,953,198.00
4011 · Transportation Subsidy	292,721.00
4300 · Student Fees	8,155.18
4325 · Program Fees	250.00
4700 · Sales of School Uniforms	105.00
4750 · Student Fundraisers	1,040.00
4800 · Miscellaneous Income	359,908.41
4999 · Interest Income	<u>14,397.19</u>
Total Income	<u>8,033,482.70</u>
Gross Profit	8,033,482.70
Expense	
Board Expense	18,391.04
Computer Expense	183,549.68
Equipment & Furniture	90,465.46
Facility Expense	626,239.24
Insurance Expense	66,295.35
Materials & Supplies	210,260.87
Other Operating Expenses	119,308.40
Personnel	4,780,824.62
Professional Fees	281,055.33
Student Activities	500,175.91
Travel, Meals & Conferences	53,205.07
6110 · Contract Labor	32,479.25
6700 · Depreciation Expense	177,965.00
6710 · Amortization Expense	<u>820.00</u>
Total Expense	<u>7,141,035.22</u>
Net Ordinary Income	892,447.48
Other Income/Expense	
Other Expense	
9050 · Interest Expense	<u>102,021.47</u>
Total Other Expense	<u>102,021.47</u>
Net Other Income	<u>-102,021.47</u>
Net Income	<u><u>790,426.01</u></u>

C. Balance Sheet

	<u>Jun 30, 20</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 • Cash – TD Bank Operating	27,779.69
1005 • Cash - Berkshire Bank	74,374.52
1006 • Peoples Bank	<u>1,369,867.13</u>
Total Checking/Savings	1,472,021.34
Accounts Receivable	
1100 • Accounts Receivable	-26,600.09
1127 • Transportation Subsidy Receivab	<u>169,965.00</u>
Total Accounts Receivable	143,364.91
Other Current Assets	
1130 • Other Receivables	186.55
1210 • Inventory Asset	4,657.23
1300 • Prepaid Expenses	22,994.79
1990 • Due from HCSS WEST	152,878.23
1995 • Due from HCSS WEST - Loan	<u>300,000.00</u>
Total Other Current Assets	<u>480,716.80</u>
Total Current Assets	2,096,103.05
Fixed Assets	
1400 • Fixed Assets	9,739,250.17
1500 • Accumulated Depreciation	<u>-1,249,400.38</u>
Total Fixed Assets	8,489,849.79
Other Assets	
1700 • Loan Aquisition Costs	39,275.70
1710 • Accum Amort Loan Acquisition	-820.00
1880 • Security Deposits	<u>5,800.00</u>
Total Other Assets	<u>44,255.70</u>
TOTAL ASSETS	<u><u>10,630,208.54</u></u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 • Accounts Payable	<u>70,210.71</u>
Total Accounts Payable	70,210.71
Other Current Liabilities	
2040 • Wages Payable	286,060.82
2045 • Employer Tax Liabilities	4,147.88

2055 · MTRS Withholdings	31,104.98
2080 · FSA Withholdings	20.87
2120 · Deferred Revenue - Grants	15,381.05
2950 · Student Paid Activities	<u>4,876.07</u>
Total Other Current Liabilities	<u>341,591.67</u>
Total Current Liabilities	411,802.38
Long Term Liabilities	
2601 · Note Payable Peoples Bank	<u>7,486,166.17</u>
Total Long Term Liabilities	<u>7,486,166.17</u>
Total Liabilities	7,897,968.55
Equity	
3005 · Unrestricted Net Assets	1,941,813.98
Net Income	<u>790,426.01</u>
Total Equity	<u>2,732,239.99</u>
TOTAL LIABILITIES & EQUITY	<u>10,630,208.54</u>

D. Budget 2019-2020

<u>Annual Budget 2020-21</u>	
Ordinary Income/Expense	
Income	
Grant Income - State & Federal	574,725.00
Private Contributions	500.00
Private Grants	27,500.00
4000 · Tuition Revenue	6,320,160.00
4010 · Government Lunch Subsidy	
4011 · Transportation Subsidy	415,000.00
4020 · Student Lunch Receipt	
4300 · Student Fees	6,500.00
4325 · Program Fees	1,500.00
4600 · Management services	
4700 · Sales of School Uniforms	300.00
4750 · Student Fundraisers	250.00
4800 · Miscellaneous Income	750.00
4999 · Interest Income	1,500.00
Total Income	7,348,685.00
Total COGS	
Gross Profit	<u>7,348,685.00</u>
Expense	
Board Expense	500.00

Computer Expense	183,500.00
Equipment & Furniture	83,017.00
Facility Expense	853,000.00
Insurance Expense	67,100.00
Materials & Supplies	145,000.00
Other Operating Expenses	82,250.00
Personnel	4,693,913.00
Professional Fees	172,500.00
Salaries & Related	
Student Activities	617,302.00
Travel, Meals & Conferences	49,750.00
6110 - Contract Labor	5,500.00
6700 - Depreciation Expense	276,000.00
Total Expense	7,229,332.00
Net Ordinary Income	119,353.00
Other Income/Expense	
Other Income	
9060 - (Gain)/Loss on Asset	0.00
Total Other Income	0.00
Other Expense	
9020 - Settlements to Former Employees	0.00
9050 - Interest Expense	1,500.00
Total Other Expense	1,500.00
Net Other Income	-1,500.00
Net Income	117,853.00

E. Sample Internal Assessment Report

This graph shows how HCSS uses internal and external assessments to find out student achievement trends. Below you can see a sample 8th grade ELA report card.

Student Group	Subject	Report Type	Criteria
All	ELA	By Grade Level	8

Test Name	Meeting or Exceeding Expectations	Exceeding Expectations	Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations	Included	Avg. Score
Q1 Benchmark	57%	11%	46%	41%	2%	81	67.8
Q1 Final	65%	5%	60%	33%	2%	85	68.6
Q2 Benchmark	65%	10%	55%	33%	3%	80	70.9
Q2 Final	49%	9%	40%	50%	1%	80	65.7
Q3 Benchmark	66%	8%	59%	31%	3%	80	67.5
Q3 Final	84%	31%	53%	15%	1%	80	78.1
Q3 Target	68%	8%	60%	29%	2%	85	69.8
MCAS 2017	44%	4%	40%	50%	6%	84	61.9

