

Highville Charter School

Annual Report



2013-14

Highville Charter School
130 Leeder Hill Drive
Hamden, CT 06517
203-287-0528
highvillecharter.com

Craig D. Drezek
Director or Principal (Lead Teacher)

Telephone Number
203-287-0528

E-mail Address
cdrezek@highvillecharter.com



Mission Statement

Highville Mission Statement

The Highville Charter School, an enterprising and caring community with strong parent and **community involvement**, **prepares and instills a desire for all learners to confidently use technology, think globally, develop globally conscious citizenship, utilize world languages and the study of various world cultures** as the basis for launching learners on their voyage as responsible navigators, to discover their potential and chart their course through an ever-changing, **interdependent and global future.**

Such a globally-conscious citizen will be values-oriented, wellness conscious, career directed, competent in communications and problem-solving, skillful in creative and critical thinking, culturally sophisticated, and acutely aware of global interdependence.

Highville Charter School was formed with a Global Studies focus. Our Global Studies program seeks to develop our students into life-long learners who understand the Global community they live in as well as their responsibility to the world. We have also designed the curriculum to help students become leaders who see a problem and look for solutions to solve those problems.

Service Learning (think globally, develop globally conscious citizenship)

In order to help students with this task, each year curriculum is formed to move students toward developing a service learning project. Within the last two years we have worked to make that service project more meaningful by having students complete the project based on a school wide theme. During the 2012-2013 school year the theme was *Ending World Hunger*, the theme for the 2013-2014 school year is *Creating World Peace: One Person at a Time*. At the end of each year students put on a school wide fair to demonstrate their understanding of the theme and to teach others about their service project.

Global Studies Coordinator (think globally, develop globally conscious citizenship)

Highville has also created a position for a Global Studies Coordinator (GSC) in order to be sure that the program is being implemented properly. The GSC works to find curriculum material for both global and social studies as well as professional development. The GSC also plans field trips, activities and most importantly service learning experiences.

Longer Day

We also increased our day so that we have more time on task to specifically address the global studies program. Due to the increase in our school day, global studies and social studies are now taught as separate subjects 4 days a week. We also offer an entry level culinary workshop for all grade levels in partnership with classroom teachers as well as guest chefs who visit throughout the week. In the culinary workshops students have the chance to experience food from around the world.

Model United Nations (think globally, develop globally conscious citizenship)

We continue to offer the Model United Nations but we have begun to tweak the program. This is being done in order to make sure that more students have the opportunity to participate in the program as well as understand the role of the United Nations. This year students in grades 6th - 8th will be taught a basic understanding of the United Nations and its role in keeping peace. Those students will also have the opportunity to present resolutions that will determine their eligibility to become a Highville Diplomat, who are members of the Highville Model United Nations.

Partnerships (community involvement)

We seek to develop partnerships with outside organizations so that we are giving students as many global and enrichment experiences as possible. Our 6th and 7th grade students had the opportunity to have artists in residency through the *Young Audiences of CT* program. We also had a partnership with the New Haven Museum who developed workshops with our Pre K-3 through K students. Furthermore, we had a partnership with Quinnipiac University called the Rising Scholars Program that gave our rising 7th and 8th graders the opportunity to participate in a summer enrichment program on Quinnipiac's Campus in which they were taught by Graduate students in Quinnipiac's teacher training program. Beginning in School Year 2014-2015, we have entered into a partnership with Post University for our high school students to take online college classes for credit.

World Languages (utilize world languages)

Highville has also increased their World Language program to include Italian and French for grades Pre K - 9th, each receiving at least one language. We are also looking to add more languages in the future.

Technology

Highville is completely wired for WIFI so that teachers and students can utilize our mobile computer lab cart. We also have a new computer lab in which all students have computer classes at least once a week. Students in grade 8 also received iPads to help facilitate their learning as well as to increase their skills with technology. We have also provided our 9th grade with laptops in order to facilitate their virtual courses.

Data Driven

While it is important to provide students with great opportunities and experiences we never want to forget the reason the students are here; to be on the path to college. To make sure this happens we purchased the iReady program for reading and math which is a computer based program that helps us to pinpoint where students are academically. This helps us to provide students with the material and teaching strategies needed to achieve their academic best.

9th Grade

We have added 9th grade so that students have the opportunity to continue their journey of service to others and creating real change in their community. Students spend every Friday outside of the building or working in class on solving real problems in the community. They also have access to state of the art technology with each student receiving a laptop, which are needed to access their online courses. They are all taking Italian as their World Language class. Finally, they will culminate the year with a week of discovery in service outside of their home state.



Contents

Letter from the Director of the School and
Governing Board Chairperson..... 1

About Our School 2-4

Curriculum Design and Instructional
Method and Modification..... 5-6

School Goals 7-13

Efforts to Effectively Attract, Enroll and Retain Students
from Among High Need Populations 14

Financial Information 15-20

Best Practices 21

Status of Charter Renewal Findings
and Follow-Up Activities 22

Governance 23

Summary of Other Key Accomplishments..... 24-25

Attachments 26-38

Waiting List:

Students on the waiting list will be notified by mail immediately if space becomes available and they will have two weeks to return the intent to attend forms. If the enrollment forms are not returned then admission for that student is forfeited and an admission notice will be mailed to the next student on the waiting list.

The waiting list will be maintained until October 31, 2013. After that date, the waiting list will be discontinued. You will need to reapply for the following school year.

Late Applications:

Late applications received after February 27, 2014 will be accepted but may not be processed until after the March 25, 2014 Lottery. All late applicants will be placed at the end of the waiting lists.

**Student Information
2013-2014 School Year**

Highville Charter School continues to maintain success in our recruitment process. Flyers outlining the school’s mission, focus and goals were distributed and advertisements were sent to the local newspapers.

The application process for the 2014-2015 school year was opened on January 21, 2014 and the deadline was February 27, 2014. Our admission lottery held on March 25, 2014 and notification of admission status was mailed to families by April 7, 2014. Parents/Guardians had until April 21, 2014 to return the intent to attend forms. If the forms were not returned by the deadline then admission for that student was forfeited and an admission notice was mailed to the first student on the waitlist.

Highville received 212 applications accepting a number of students for the following:

	PreK 3	PreK 4	K	1	2	3	4	5	6	7	8	9	10
New Haven	33	10	13	5	9	13	4	3	4	1	3	11	3
Hamden	22	8	9	2	0	1	2	2	0	1	2	8	2
West Haven	6	3	5	5	0	0	0	2	0	0	1	2	0
Meriden	0	0	0	0	1	1	0	0	0	0	0	1	0
East Haven	0	1	0	1	0	0	0	0	0	0	1	0	0
Middletown	1	0	0	1	0	0	0	0	0	0	0	0	0
Derby	0	0	1	0	0	0	0	0	0	0	0	0	0
North Haven	1	0	1	0	0	0	0	0	0	0	0	0	0
Bridgeport	1	1	0	0	0	0	0	0	0	0	0	0	0
North Branford	1	0	1	0	0	0	0	0	0	0	0	0	0
Wallingford	0	0	0	0	0	0	0	0	0	0	0	1	0
Quaker Hill	1	0	0	0	0	0	0	0	0	0	0	0	0

The number of waitlist students totaled 129. The following towns had students waitlisted:

	PreK 3	PreK 4	K	1	2	3	4	5	6	7	8	9	10
New Haven	27	10	4	0	8	11	3	2	2	1	2	1	0
Hamden	14	8	4	2	0	1	1	2	0	0	1	1	0
West Haven	3	4	2	0	0	0	0	1	0	0	1	1	0
Meriden	0	0	0	0	1	1	0	0	0	0	0	1	0
East Haven	0	1	0	1	0	0	0	0	0	0	0	0	0
Middletown	1	0	0	1	0	0	0	0	0	0	0	0	0
Derby	0	0	1	0	0	0	0	0	0	0	0	0	0
North Haven	0	0	1	0	0	0	0	0	0	0	0	0	0
Bridgeport	1	1	0	0	0	0	0	0	0	0	0	0	0
North Branford	1	0	1	0	0	0	0	0	0	0	0	0	0
Wallingford	0	0	0	0	0	0	0	0	0	0	0	1	0
Quaker Hill	0	0	0	0	0	0	0	0	0	0	0	0	0

Transportation for New Haven and Hamden students is provided by the districts, while percentages from other communities provide their children with individual transportation.

2013-14 School Year

Highville Charter School continues to maintain success in our recruitment process. The application process was opened on January 22, 2013 and the deadline was February 28, 2013. Our admission lottery held on March 26, 2013 and notification of admission status was mailed to families by April 8, 2013. Parents/Guardians had until April 22, 2013 to return the intent to attend forms. If the forms were not returned by the deadline then admission for that student was forfeited and an admission notice was mailed to the first student on the waitlist. Flyers outlining the school's mission, focus, and goals were distributed and advertisements were sent to the local newspapers. For the 2012-2013 school year, Highville received 142 applications accepting a number of students for the following:

	PreK 3	PreK 4	K	1	2	3	4	5	6	7	8
New Haven	11	0	4	4	1	0	2	1	2	0	1
Hamden	8	0	2	1	1	0	0	0	0	0	0
West Haven	1	0	0	0	0	0	0	0	0	0	0
Meriden	0	0	0	0	0	0	0	0	0	0	0

The number of waitlist students totaled 102. The following towns had students waitlisted:

	PreK 3	PreK 4	K	1	2	3	4	5	6	7	8
New Haven	18	7	11	6	3	4	0	1	4	2	0
Hamden	10	8	4	1	1	0	2	2	1	1	0
West Haven	2	2	0	1	2	0	1	1	1	0	1
Meriden	0	0	0	0	0	0	0	0	0	0	0
Ansonia	0	0	1	0	0	0	0	0	0	0	0
Naugatuck	1	0	0	1	0	0	0	0	0	0	0
East Haven	0	0	1	0	0	0	0	0	0	0	0
Milford	1	0	1	0	0	0	0	0	0	0	0

Transportation for New Haven and Hamden students is provided by the districts, while percentages from other communities provide their children with individual transportation.

Curriculum Design and Instructional Method and Modification

Highville Charter School has a written curriculum in place for Language Arts, Math, Social Studies, Global Studies and Science for grades K-8th as well as 9th grade Math. However, the curriculum for Math, Language Arts, Social Studies, Global Studies and Science for K-8th is currently being revised along with 9th grade English, History and Science. The revisions are being done with the help of CREC. However, in order to make sure that students still maintain a high level of achievement, all teachers received an “*Expectation Binder*.” The *Expectation Binder* includes grade level expectations based on the Common Core, as well as Highville expectations, pacing guides, lesson plan templates, teaching strategies, assessment calendar and resources for each grade level in Math, Language Arts, Social Studies, Global Studies. Highville utilizes the following resources to facilitate learning.

Language Arts

K-6th Grade Harcourt: Storytown

7th-8th Grades Prentice Hall: Literature

Social Studies

K-5th Grade Scott Foresman:

Grade 1-All Together

Grade 2-People and Places

Grade 3-Communities

Grade 4-Regions

Grade 5-United States

Grade 6th-Pearson; World History

Grade 7th-8th Grades McDougal; American History

Math

K-8th Grades: Math in Focus

9th-Grade: CT-CCS Algebra I Model Curriculum

Global Studies:

Pre K-8th

Bank Street College of Education Professor Sam Brian, Director of the Geography and Mapping Institute, a nonprofit corporation dedicated to staff development in the area of geography education provided professional development and introduction geography curriculum.

<http://www.unausa.org/global-classrooms-model-un/for-educators/curriculum/peacekeeping>

<http://peaceoneday.org/#3>

<http://www.greatkindnesschallenge.org/School/participation.html>

<http://learningtogive.org/teachers/Actions%20of%20Peace%20Curriculum%20in%20Celebration%20of%20Peace%20and%20Non-Violence%20Jan%20%20Oct.pdf>

Highville has worked consistently since 2010 to ensure systematic growth in five areas related to curriculum development that would ensure academic growth. The Highville Charter requires that the global theme be completely integrated throughout the entire curriculum. Highville has put forth significant effort in addressing the unique requirements needed to ensure a fully integrated global studies program without compromising state standards or best teaching practices. (This effort includes providing a more rigorous approach to curriculum and instruction, enhancing students’ ability to communicate effectively and creatively, better integrating the use of data and access to information and finely, seamlessly infusing technology into daily instruction.) Highville has planned and moved strategically to guarantee consistent growth in these areas and created a genuine global learning experience for our students. The plans put in place strengthen the global theme identified in our charter as well as provide growth in the other mentioned areas. The outlined information below more explicitly explains Highville’s approach to strengthening the global theme throughout the building.

Global Studies

While we could identify with the clear growth made in this area, it was necessary that we be reflective about how well we were integrating this content into the daily curriculum. Through our reflection we determined that developing the subject matter was important enough to hire a full time staff person who’s sole responsibilities were to identify a global theme,

create curriculum and assess it, engage students in a service learning project, involve students in the human side of geography all while aligning activities to state standards and ensuring an authentic experience. This task was ambitious but within one year grades three through eight went on long journeys, experiencing an overnight encounter and Pre K through second grade partnered with the Historical Society to learn about the shaping of our nation. Highville received an award from the CT Food Bank for our commitment to ending world hunger. We received a grant from YOP for the encouragement of exposing students to experiences outside of their environment. The Highville Global Studies program has consistently grown. Students have moved closer to being globally literate and the curriculum has provided opportunities to enhance skills that will ultimately produce more knowledgeable students.

Technology Enhancement

Promethean white boards were purchased for every classroom. Teachers were provided substantial training. Teachers have learned to fully integrate technology into the classroom. The Promethean software is used to assess student mastery and provide a multisensory approach to instruction. All eighth grade students received iPads with the guarantee that they will keep them if they meet the specified criteria that require that they maintain a B average, have minimal number of absences and uphold good behavior. Eighth grade students use their iPads daily for instruction. While there has been a significant investment made in making technology readily accessible for the upper grades we did recognize that students outside of the middle school needed to have more experience with computers. Forty eight portable lap tops were refurbished for regular in class use and twenty four computers were purchased for a support lab. The iReady online assessment/intervention program was purchased to ensure that individual plans are created for all K-8 students. Students take math and reading assessments and individualized plans are generated based on student weaknesses. All K-8 students are scheduled to work in the lab once a week and lesson plans can be generated for extra support for the school intervention staff. Technology is no longer discussed theoretically for the improvement of teacher instruction; it is fully integrated and yielding results for students.

Data

The previously mentioned computer program iReady had been instrumental in providing baseline data to better focus classroom instruction. Teachers can use weak areas identified by the program to determine objectives for small group instruction. Classroom data is generated daily through exit slips and anecdotal notes. Teachers are being instructed to be reflective and use the data to drive their instruction. Teachers meet in pods/PLC's several times a month to discuss data and support each other with strategies and best teaching practices.

Instructional Rigor

Through the growth of the social studies program students are being exposed to DBQ's, investigative and research projects. The study of human geography has intensified and all students are required to apply their knowledge of world issues to the service learning project identified for the school year. In language arts students are being exposed to more informational text, teachers are being trained to run literature circles, and multiple incentives are being put in place to enhance achievement. We recently switched our math program to Math in Focus. Through the implementation of that program, eighth grade students will be on track to receive Algebra 1 their final year in middle school. As a school we have modified the lesson plan format and provided common planning time to ensure that all students are being provided the same material. The lesson plan now requires that teachers provide a mini review at the beginning of each class to provide appropriate scaffolding, gradual release system for teaching is present, and exit slips help teachers monitor progress. In math, teachers are required to provide a problem of the day, which supports comprehension and problem solving skills. With other disciplines students are exposed to information that allows them to make real life connections to the material being taught. Over the summer we partnered with Quinnipiac University and took a group of seventh and eighth grade students on to the college campus and allowed them to be taught language arts, science, math and social studies by Quinnipiac graduate students. We utilized curriculum created by the Hopkins Breakthrough program to ensure rigor. Our students ended the summer having traveled to several colleges for tours and practicing skills that would propel them forward in the upcoming school year.

Enrichment

Students are now being engaged in weekly club enrichments. Club activities range from academic to athletic. Students are being provided a platform to express themselves in a nontraditional school environment. All teachers in the building run clubs. This experience allows teachers and students to develop relationships and a comfort level that creates an environment for success. Students are speaking publically, writing articles, artistically expressing themselves and developing athletic teams that allow for group collaboration. We have a Young Diplomats program that teaches students to identify a problem, determine a solution and rally others around their issues. Our most recent addition has been a ninth grade class which is centered on the idea of activism. Students are learning to identify a problem, research a viable solution and implement change.



School Goals

In the areas of:

School Goals

In the areas of:

1. Educational Progress of Students
2. Accomplishment of Mission, Purpose and Specialized Focus
3. Efforts to Reduce Racial, Ethnic and Economic Isolation to Increase the Racial and Ethnic Diversity of the Student Body

1. Align content, instruction and assessment with the Common Core State Standards and other appropriate standards:
 - a. Tiered Professional Development
 - b. Use of online classroom aids aligned to common core standards

1. Measurement Instrument
 - a. Use of CREC Expert Solutions for creation and curriculum alignment (October 2013-June 2014)
 - b. Benchmark assessments

2. Integrate 21st century skills needed for high achievement across all subjects:

- a. Adaptability and Flexibility
- b. Communication
- c. Independent and Collaborative work
- d. Critical and creative thinking for inquiry and problem solving
- e. Evolving skills, knowledge, and literacies that support global citizenship

1. Measurement Instrument
 - a. Meeting the goal of our service learning project (June)
 - b. iReady school wide testing of common core skills (3xs within the year)
 - c. 9th grade activism project (trimester review)
 - d. Student engagement in weekly enrichment programs (trimester review)

3. Diversify certified teaching staff and utilize vacant student slots beyond blind selection period for recruitment of a more diverse population

- a. Target minority teaching pool
- b. Improve Highville website
- c. Advertise through social media

1. Measurement Instrument
 - a. Staff hires
 - b. Numbers of people frequenting the website
 - c. Student enrolment list

Progress made on school goals for year 2013-2014

1. Align content, instruction, and assessment with the Common Core State Standards and other appropriate standards:

The literacy, numeracy coaches and global studies coordinator provided teachers with lists of common core standards and correlated material in our present curriculum. Additionally those same coaches worked throughout the summer to create pacing calendars and a framework for curriculum aligned to the common core. At the start of school, all teachers received materials to utilize for the year to begin to shift from state standards to common core. To support staff in tracking results and providing the best instructional tools for students, we purchased the iReady program. This program has been instrumental for individualizing student learning. Tutors, teachers and other support staff have been able to provide instruction more focused to the needs of the students.

2. Integrate 21st century skills needed for high achievement across all subjects:

The theme for service learning was *Creating World Peace: One person at a Time*. Each grade level was assigned an ongoing project that required a study, research, public presentation and a showcase of how creating world peace: one person at a time can impact children locally, nationally and internationally. This experience offered students exposure to global issues and allowed them to problem solve and offer solutions. All eighth grade students received iPad's and technology has been completely integrated into the instructional practices. Our school wide science materials dictate an inquiry based approach to science. Students identify problems and find solutions within our science program.

3. Diversify certified teaching staff and utilize vacant student slots beyond blind selection period for recruitment of a more diverse population

We have not been as successful within this goal as we would have liked. We did experience some diversity growth in the student population as a result of staff children coming to Highville. We will continue to strategize to ensure results.

I. Educational Progress of Students

Highville is proud to demonstrate its longitudinal cohort data in its past three years. We have provided in the following chart.

	Prof. Math/ better	Goal Math	Prof. Reading / better	Goal Reading	Prof. Writing/ better	Goal Writing	# tested
State 3 rd grade	NA	NA	NA	NA	NA	NA	NA
Grade 3 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 3 Highville Charter	79%	27%	70%	52%	88%	50%	34
State 4 th grade	NA	NA	NA	NA	NA	NA	NA
Grade 4 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 4 Highville Charter	75%	44%	61%	52%	77%	50%	34
State 5 th grade	NA	NA	NA	NA	NA	NA	NA
Grade 5 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 5 Highville Charter	94%	79%	77%	65%	94%	62%	34
State 6 th grade	NA	NA	NA	NA	NA	NA	NA
Grade 6 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 6 Highville Charter	88%	53%	85%	77%	94%	71%	34
State 7 th grade	NA	NA	NA	NA	NA	NA	NA
Grade 7 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 7 Highville Charter	71%	50%	75%	61%	83%	45%	29
State 8 th grade	NA	NA	NA	NA	NA	NA	NA
Grade 8 New Haven	NA	NA	NA	NA	NA	NA	NA
Grade 8 Highville Charter	67%	27%	82%	64%	82%	44%	34

Although Highville Charter School currently resides in Hamden, CT, Highville's largest feeder public school district is New Haven and we consistently out-perform them in every academic category. Highville's overall reading proficiency score is 75%. Highville's math score is 80%. Highville's writing score is 87%. Statewide results in mathematics, reading, and writing are not available for the CMT for the 2014 administration of the test. In 2014, districts in the state were allowed to administer an alternative assessment in these content domains. Because many Connecticut districts did not administer the CMT in 2014, statewide results could not be determined.

Highville's goal is to consistently increase the number of students making goal in all subject areas. As of 2013 the school continues to strive for a goal of 88% for all students. Through review of our data there were consistent increases in student achievement and drops in the certain grades and inconsistent performance across subjects and grades. To address our concerns we made staff adjustments and purchased a new computer program to help better target student issues. In 2013 a corrective action plan was put in place that established a revised curriculum plan, staff professional development and training, clear and consistent expectations both horizontally and vertically and standardized school wide common core benchmark assessments. Highville also has partnered with CREC to help review and develop our curriculum. We anticipate greater gains in the 2014-2015 school year.

II. Accomplishment of Mission, Purpose and Specialized Focus

The strategic planning process is essential to Highville's ongoing assessment and revision of current educational practices. The mission, goals, and indicators of success are revised every five years to ensure that our system is responsive to changes in expected learning outcomes for our students. The planning process sets the course for action planning, allocation of resources, and shared understanding of expectations.

The 2013-2018 plan includes major revisions that reflect changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. At the forefront of the plan, high expectation for student achievement continues as the primary school goal. The new plan will drive all school initiatives over the next five years. The plan will serve to refine and extend the direction of our school to guarantee our ongoing responsiveness and success in meeting the needs of all students.

Components:

- A.** Align content, instruction, and assessment with the Common Core State Standards and other appropriate standards.
- B.** Integrate 21st century skills needed for high achievement across all subjects:
 - Adaptability and flexibility
 - Communication
 - Independent and collaborative work
 - Critical and creative thinking for inquiry and problem solving
 - Evolving skills, knowledge, and literacies that support global citizenship.
- C.** Support the academic, social, emotional, and behavioral development of all students through appropriate instructional interventions.
- D.** Provide learning conditions that develop social responsibility, ethical behavior, and a safe school climate.
- E.** Strengthen family involvement and engagement to support student learning.

Please utilize the chart below to show projected change

<p><u>Component A</u> Align content, instruction, and assessment with the Common Core State Standards and other appropriate standards.</p>	<p><u>Component A</u> Present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some curricula are mapped in each grade level and aligned with existing state and national standards. <input type="checkbox"/> Some curricular assessments are used to evaluate the performance of students on specific standards. <input type="checkbox"/> Data is used to guide instructional decisions in some 	<p><u>Component A</u> Beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Many curricula are mapped in each grade level and discipline, and are aligned with existing state and national standards. <input type="checkbox"/> Many curricular assessments are used to evaluate the performance of students on specific standards. <input type="checkbox"/> Data is used to guide instructional decisions in all subjects. 	<p><u>Component A</u> Progressing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Most curricula are mapped in each grade level and discipline, and are aligned with existing state and national standards. <input type="checkbox"/> Numerous curricular assessments are used to evaluate the performance of students on specific standards. <input type="checkbox"/> Data is used to guide instructional decisions and adaptations in all subjects. 	<p><u>Component A</u> Accomplishing</p> <ul style="list-style-type: none"> <input type="checkbox"/> All curricula is mapped electronically and tied to Common Core State Standards and other appropriate standards. <input type="checkbox"/> Assessment data is used to evaluate the performance of all students on each standard and guides improvement. <input type="checkbox"/> Data is used to guide differentiated instruction and shows steady student achievement growth across all age and demographic groups.
<p><u>Component B</u> Integrate 21st century skills needed for high achievement across all subjects.</p>	<p><u>Component B</u> Present State</p> <ul style="list-style-type: none"> <input type="checkbox"/> No agreement exists on the identification of 21st century skills within or across disciplines. <input type="checkbox"/> Measures to assess 21st century skill development are not developed. <input type="checkbox"/> Assessment data is not used to determine 21st century skill development. 	<p><u>Component B</u> Beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consensus exists on 21st century skills. <input type="checkbox"/> Common definitions of 21st century skill indicators are identified. 	<p><u>Component B</u> Progressing</p> <ul style="list-style-type: none"> <input type="checkbox"/> 21st century skills are integrated throughout many key areas of the K-12 curriculum. <input type="checkbox"/> Student progress in 21st century skills development is measured through a variety of assessments at the middle and high school levels. <input type="checkbox"/> Assessment data is collected to guide instructional improvements across disciplines. 	<p><u>Component B</u> ACCOMPLISHING</p> <ul style="list-style-type: none"> <input type="checkbox"/> 21st century skills are integrated throughout the curriculum. <input type="checkbox"/> Student progress is measured through a variety of assessments across all subjects and grade levels. <input type="checkbox"/> Assessment data is used to guide improvement in 21st century skill development and indicates progress across all student reference groups.
<p><u>Component C</u> Support the academic, social, emotional, and behavioral development of all students through appropriate instructional</p>	<p><u>Component C</u> Present State</p> <ul style="list-style-type: none"> <input type="checkbox"/> Some differentiated instruction strategies are deployed. Some are discipline 	<p><u>Component C</u> Beginning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated instructional strategies are identified; current resources are identified and 	<p><u>Component C</u> Progressing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated instructional strategies are gathered and shared. <input type="checkbox"/> SRBI tiered 	<p><u>Component C</u> Accomplishing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiated instruction strategies are clearly delineated throughout the curriculum. <input type="checkbox"/> A comprehensive

interventions.	<p>specific and some are process based. Few are identified in mapped curriculum.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SRBI tiered interventions exist for some disciplines to varying degrees. <input type="checkbox"/> While multiple systems now exist to chart and evaluate academic and behavioral data, they are not compatible. Not all required data is identified. 	<p>catalogued.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual and discipline-specific SRBI tiered interventions carry beyond core subject areas at every school. <input type="checkbox"/> Systems analysis is used to identify strengths and weaknesses; key data points, used to monitor student progress, are identified for all subject areas and grade levels. 	<p>intervention strategies are in place at every school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systems are built to allow for the sharing and exchange of key academic and behavioral data sets. 	<p>system to implement appropriate academic and behavioral tiered interventions exists at every school.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic and behavioral data are used to develop, implement, and evaluate effective interventions.
<p>Component D Provide learning conditions that develop social responsibility, ethical behavior, and a safe school climate.</p>	<p>Component D <i>Present State</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A variety of activities that promote social responsibility exist for student participation at all schools. <input type="checkbox"/> Most adults and students support and respect each other and follow established codes of conduct. <input type="checkbox"/> All school facilities are generally safe, pleasant and well maintained. 	<p>Component D <i>Beginning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> A coordinated system of social skill lessons that support Tier 1 SRBI strategies are taught explicitly to all students and are modeled by all adults. <input type="checkbox"/> Nearly all adults and students support and respect each other and follow established codes of conduct. <input type="checkbox"/> All areas of school facilities are safe, pleasant, and well maintained. 	<p>Component D <i>Progressing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> SRBI Tier 2 & 3 instruction meets individualized student needs. <input type="checkbox"/> All adults and students support and respect each other, and follow established codes of conduct. <input type="checkbox"/> All areas of school facilities are safe, pleasant, welcoming, and well maintained. 	<p>Component D <i>Accomplishing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> All students participate in a variety of activities that promote social responsibility. <input type="checkbox"/> All adults and students actively support and respect each other, and follow established codes of conduct. <input type="checkbox"/> School facilities are safe, pleasant, welcoming, and well maintained.
<p>Component E Strengthen family involvement and engagement to support student learning.</p>	<p>Component E <i>Present State</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The extent of family involvement is not evaluated formally. <input type="checkbox"/> Some parents access and respond to 	<p>Component E <i>Beginning</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parameters of family involvement are defined and data collection is planned. <input type="checkbox"/> Many parents access and 	<p>Component E <i>Progressing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Parameters of family involvement are measured and patterns/improvements are identified. <input type="checkbox"/> Most parents access and respond to communication from 	<p>Component E <i>Accomplishing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Families feel welcomed and actively attend school functions. <input type="checkbox"/> Parents actively communicate with the school using a variety of media.

	communication from the school. <input type="checkbox"/> Parental support for student ownership of the learning process is not defined nor measured.	respond to communication from the school. <input type="checkbox"/> Parental support for student ownership of the learning process is defined, and data collection is planned.	the school. <input type="checkbox"/> Parental support for student ownership of learning is measured and patterns/improvements are identified.	<input type="checkbox"/> Parents support student ownership of the learning process.
--	--	--	--	---

III. Efforts to Reduce Racial, Ethnic and Economic Isolation to Increase the Racial and Ethnic Diversity of the Student Body

Highville Charter relies on a blind lottery system for enrollment therefore we do not actively recruit students. However, we do provide sibling preference to those families who already have children at Highville. We also provide space for staff members to enroll their children at Highville which helps to increase the opportunity for ethnic diversity. While there is not a formal recruitment plan our PTO and current families do informal recruiting and often encourage their extended families to enroll at Highville.

While we do not actively recruit students we do actively recruit teachers. This year we hosted our first ever teacher fair. The turnout for the fair was excellent. However we would like to broaden our hire pool by visiting areas outside of Connecticut that would provide a more diverse pool of workers. So that our teachers not only come with academic excellence but they come from a variety of socio, economic and ethnic backgrounds as well.



Efforts to Effectively Attract, Enroll and Retain Students from Among High Need Populations

Highville Charter School relies on a blind lottery system for enrollment therefore we do not actively recruit students. While we do not actively enroll students we do aggressively work to retain students once they are enrolled.

- A. Students with a history of low academic performance;
 - a. Differentiated instruction is used to meet individual students learning needs
 - b. Paraprofessionals are also trained to work with students in small groups to develop skills
 - c. Students are tested to see where they struggle and then they work directly with our Math or Literacy Coach (Beginning in 2013-2014 school year we began using iReady, a computer based program to determine students reading and math levels in K-9th grade)
 - d. If needed they are also paired with an Experience Corp Tutor
 - e. If the above strategies are not successful then students are referred to the SAT for additional support.
- B. Students who receive free or reduced priced lunches pursuant to federal laws and regulations;
 - a. To accommodate the high number of students who qualify for free and reduced lunch and, students in need who do not qualify, all students are given free breakfast, free lunch and free snack.
- C. Students with a history of behavioral and social difficulties;
 - a. Those students who struggle with behavior and social difficulties are first seen by our Intervention Services Coordinator who try to come up with strategies to resolve the problem being presented
 - b. If the strategies of the Intervention Services Coordinator are not successful then students are referred to the SAT
 - c. Differentiated instruction is used to meet individual students learning needs
 - d. Paraprofessionals are also trained to work with students in small groups to develop skills
 - e. Students are tested to see where they struggle and then they work directly with our Math or Literacy coach
 - f. If needed they are also paired with an Experience Corp Tutor
 - g. If the above strategies are not successful then students are referred to the SAT
 - h. Identified Special Education Students are also seen by Special Education Teachers provided by local school districts based on their IEP's
- D. Students identified as requiring special education;
 - a. Differentiated instruction is used to meet individual students learning needs
 - b. Paraprofessionals are also trained to work with students in small groups to develop skills
 - c. Students are tested to see where they struggle and then they work directly with our Math or Literacy coach
 - d. If needed they are also paired with an Experience Corp Tutor
 - e. If the above strategies are not successful then students are referred to the SAT
 - f. Identified Special Education Students are also seen by special education teachers provided by local school districts based on student IEP's
- E. Students who are English Language learners.

(Currently we do not have English Language Learners however if the situation presented itself we would follow the steps below.)

 - a. Differentiated instruction is used to meet individual students learning needs
 - b. Paraprofessionals are also trained to work with students in small groups to develop skills
 - c. Students are tested to see where they struggle and then they work directly with our Math or Literacy Coach
 - d. If needed they are also paired with an Experience Corp Tutor

Financial Information

	<u>2014- 15</u>
First Niagara Loan - Playground Purchase	-
Summer School Income	-
Enrichment Program Revenue Fees	
Field Trip Fees	-
Fund Raising Collections	20,000
Title I and II Grant Allocation - State of CT	150,000
After School Income Collection	
Buck Foundation	
State Charter School Grant	
State Expandable Grant	
E-Rate Reimbursement	
Medicare Cost Share	
Interest Earned On All Accounts	3,000
State Tuition Per Pupil Allocation	4,400,000
Student Breakfast Income	
Federal Government Food Reimbursement	213,500
Prior Reserve From SY Carry Over	-
TOTAL REVENUE	<u>4,786,500</u>

EXPENSES

Salaries/Substitutes/Stipends

1111	Teacher Salaries	1,383,215
1112	Administration Salaries	340,935
1121	Para. and Student Support Salaries	348,675
1122	Secretarial/Clerical Salaries	110,000
1124	Non Certified Professional Salaries	197,794
1124.1	Stipended Program Positions	6,000
1150	Substitute Teaching Salaries	5,000
3218	Non Certified Substitutes	
1155	Perform.,Recruit.,Contract. & Retention	<u>53,250</u>
	subtotal	<u>2,444,869</u>



Account

FICA/Medicare/Unemployment/WC

2111	FICA/Medicare	52,329
2121	Unemployment	15,366
2131	Health Insurance	292,649
2131.1	Health Insurance Opt Out Waivers	71,353
2141	Workers Compensation	<u>22,900</u>
	subtotal	454,597

Plant Operations/Service Contracts

1125	Custodial Salaries	68,697
1125.1	Security Salaries	-
1126	Mechanical Contracts	-
4104	Rubbish Removal	10,000
4402	Utilities	71,000
4901	Fire/Security System	500
5901	Purchase Contracts/Vendors	18,000
6905	Custodial Supplies	13,000
7340	Capital Improvements & Debt Retirement*	<u>-</u>
	subtotal	181,197

Rent/Mortgage/Building Deposit/Taxes

4401	Rent/Mortgage^	-
4401.1	Leeder Hill Rent through June 2015	420,000
9000	Building Deposit/Construction Expense	330,000
9100	Contingency	100,000
9200	Property Taxes & Closing Costs	<u>50,000</u>
	subtotal	900,000



Programs/Enrichment/Extracurricular/Events

1123	After School Program Stipends	-
1151	Summer School	-
1152	Summer Curriculum Revision Work	-
1153	Enrichment Programs	7,500
1154	Rising Scholars Program @ Quinnipiac Univ.	15,000
5802	Field Trips	5,000
6902	Special Event Supplies	4,000
6904	Young Diplomats Program	-
8000	Extracurricular Activities	6,000
8101	Family Hardship Scholarship Program	<u>10,000</u>
	subtotal	47,500

Academic/Operational/Financial Expenses

3211	Consultants	2,000
3222	Professional Development Services	25,000
3223	Board Retreat	500
3302	Payroll Service	6,000
3306	Audit	13,000
3307	Legal	25,000
4121	Internet Connection	1,300
4133	Technology Maintenance and Service	17,000
4134	Software Licenses/Programs	50,270
4403	Copiers Lease/Maintenance Contract	18,000
4404	Equipment Rental	1,000
5202	Insurance-Property/Liability	17,000
5212	Insurance-Leader and Executive Coverage	17,500
5301	Telephones	4,000
5302	Postage and Meter	5,200
5401	Advertising	1,000



5402	New England Charter School Network Dues	11,100
5501	Printing	1,000
5801	Travel - Staff	4,000
5902	Purchase Service Contract-Test Scoring	500
6111	Instructional Supplies	20,000
6112	Student Test Supplies	-
6411	Textbooks	4,000
6901	Office Supplies	4,000
6903	Nursing Supplies	750
6910	High School	1,000
6910.2	Van Financial Payments/Playground Loan	20,940
7301	Equipment Instructional Technology	26,000
7302	Equipment-Administration and Technology	1,000
7303	Equipment Instructional	20,000
7303.2	Classroom Furniture	<u>1,000</u>
	subtotal	319,060
	<u>Cafeteria Program Expenses</u>	
1126	Cafeteria Salaries	60,418
5904	Food/Milk Supplies	170,487
5903	Cafeteria Management Service Contract	33,900
5905	Equipment Repairs	<u> </u>
	subtotal	264,805
	EXPENSE BUDGET TOTAL	<u>4,612,028</u>

Highville Charter School, Inc.
130 Leeder Hill Drive
Hamden, CT 06517
Board of Directors
Minutes of Regular Meeting
03/19/2014

A regular meeting of the board of directors was called to order by Regina Martin, Acting Chairperson, at 6:06pm

Other board members present included:

Robin Sadek
Nakesha Alleyne
Agata Raszczyk-Lawska
Alison Given
Sean Hutchinson
Jessica Philpotts

Administrative staff present:

Craig Drezek
Niki Nash

Guests:

Absent:

Alexis Smith
Heidi Hamilton
Tamara Deer

Action Items:

Motion to move Executive Session to the beginning of the meeting.

R. Sadek/A. Given

Motion to enter Executive Session inviting Craig Drezek, Niki Nash, and Shelly Hicks to discuss a personnel matter

R. Sadek/ A. Raszczyk-Lawska: Unanimous

Exit Executive Session

Motion to approve BOD minutes dated 01/15/2014

A. Raszczyk-Lawska /R. Sadek: Unanimous

Motion to approve BOD minutes dated 02/17/2014-**Tabled**

Motion to approve the 2014/15 school calendar with changes.

S. Hutchinson/N. Alleyne: Unanimous

Motion to approve the 2014/15 school budget

A. Given/R. Sadek: Unanimous

Motion to approve holding the monthly board meeting schedule of every 3rd Wednesday at 6pm

A. Given/S, Hutchinson: Unanimous

Motion to approve the staff reorganization

S. Hutchinson/N. Alleyne: Unanimous

Committees Reports: None

Information Items

- An update on the progress of the Science Park agreement was provided.

- The creation of an umbrella organization for the protection of assets and possible Universal Prekindergarten program was discussed.

Public Comment

Motion to adjourn at 8:21pm

A. Given/ N. Alleyne: Unanimous



Best Practices

Teaching and instruction experienced a makeover this school year. Uniformity was created within all classroom schedules. Grades Pre K through sixth grade Language Arts was allotted 90mins. daily, 60 mins. for Math and 45 mins. for Writing. The remainder of the school day was equally split between Science, Social/Global Studies and an art. Seventh and eighth grade classes have 45 min. blocks for each period.

There was a change in the math program from Addison Wesley to Singapore Math in Focus. The Math in Focus program outlines research – based instructional strategies that promote analytical thinking through constant problem solving. Additionally, the program presents a more amicable approach to instruction due to the bar model and idea of less concepts more understanding. Supplemental materials to support standard alignment were added to instruction in Language Arts and Math. The supplemental materials provided pre and post assessments that informed instruction and supported in formation of flexible grouping. Bi-weekly, teachers met with an administrator and literacy/math coach to review data and problem solve for best academic gains. One on one meetings gave teachers an opportunity to address problems quickly and with a strategy that targeted the specific issue. In addition to one on one meetings, teachers participated in regular Professional Learning Team meetings to ensure vertical alignment for all grades.

Assessments chosen for literacy have been the DRA, Rally and DRP. At the end of the school year we invested in the i-ready program which is a computer based program that provides immediate feedback and support materials to address specific needs of students. All generated i-ready materials are leveled to maximize student growth. The i-ready program is also used in math along with benchmark test located in the Math in Focus program. While we have been comfortable that through one on one meetings we have been able to assess teacher instructional needs, and provide professional development to support, we have made a decision to utilize the CREC Expert Solutions consulting group to evaluate our curriculum for total alignment to the common core state standards. The curriculum revision process will create opportunities for teachers, coaches and consultants to work together to create a curriculum with total vertical and common core alignment.



Governance

Governing Board Meetings held in 2012-13

Governing Board Meetings held in 2012-13

- August 22, 2012
- September 19, 2012
- October 17, 2012
- November 14, 2012
- December 19, 2012
- February 27, 2013
- March 27, 2013
- April 24, 2013

Summary of Major Policy Decisions

- **Approval of a new facilities purchase – October 2013**
- **Teacher Evaluation Plan (CT SEED) – June 2013**
- **School Climate Plan and Policy – December 2012**
- **Security and Safety Plan, Policy and Committee – August 2013**
- **Approval of adding High Change Academy (High School Grades 9-12) – March 2013**
- **Policy to provide 100 % Free Lunch – September 2012**



Summary of Other Key Accomplishments

Partnerships:

Quinnipiac (see attachment A)

- Provide access to teachers for the Rising Scholars program
- Provide facilities for the Rising scholars program

Experience Corp (see attachment B)

- Provide reading tutors for grades K-4th

Town of Hamden, CT

- Provide use of facilities for community events
- Provide busing for Hamden students

Town of New Haven, CT (see attachment C)

- Provide busing for New Haven students
- Provide Science kits for Grades K-6th
- Provide Special Education support

Breakthrough New Haven, Hopkins (see attachment D)

- Provided start up support for the Rising Scholars Program
- Provide programming for selected students for the Breakthrough Program

Young Audiences (see attachment E)

- Provided professional development for the integration of arts into core subjects
- Provided artists for the Arts in Residence Program for 6th -8th Grade

Whitney Center (see attachment F)

- Provided use of facilities for events
- Provided use of the pool for swimming program

Youth Opportunities Program

- Provide extensive outdoor camping training,
- Provide camping equipment
- Provide support for students and staff for camping trips

CT/Food Bank (see attachment G)

- Food Collection for delivery to the food bank

State Partnership

- Provided Algebra I curriculum

CREC

- Support for Curriculum Development

McDonald's Dixwell Avenue

- CMT incentive program

PTO (see attachment H)

- Coordinate school events and fundraisers
- Provide support to teachers

- School volunteers

New Haven Museum (see attachment I)

- Provide programming for Pre K and K

Mohegan Museum

- Awarded challenge grant for field trip and museum visit in connection with curriculum.



Attachments

Highville Charter School is pleased to announce that the State Board of Education renewed our charter from July 1, 2015 through June 30, 2020 and grants approval to expand the grade levels to add Grades 10 through 12, to be phased in during the period of 2014-2015 through 2016-2017. (Attachment J).

In regards to financial review, Highville Charter School has been audited by the accounting firm Shane, Navratil & Co. These audited financial statements have rendered an opinion that Highville Charter School, in all material respects, the financial position of Highville Charter School, Inc. as of June 30, 2014, and the changes in our net assets and cash flow for the year then ended in accordance with accounting principles generally accepted in the United States of America. After a careful review of our internal controls, the audit did not identify any significant deficiencies or deficiencies in internal controls that would be considered material weakness. (See draft report dated October 15, 2014 to be presented to the Highville Charter School BOD on 10/15/14). (Attachment K)