



ns

**HILLTOWN COOPERATIVE CHARTER PUBLIC SCHOOL**

## **ANNUAL REPORT**

**2023-2024**

July 31, 2024

1 Industrial Parkway

Easthampton, MA 01027

413-529-7178 phone

413-527-1530 fax

[www.hilltowncharter.org](http://www.hilltowncharter.org)

Kate Saccento, Director of Administration

[ksaccento@hilltowncharter.org](mailto:ksaccento@hilltowncharter.org)

# Table of Contents

|   |           |
|---|-----------|
| <b>Table of Contents</b>  | <b>1</b>  |
| <b>Introduction to the School</b>                                       | <b>2</b>  |
| <b>Faithfulness to Charter</b>  | <b>3</b>  |
| Criterion 1: Mission and Key Design Elements                            | 3         |
| Criterion 2: Access and Equity  | 4         |
| Student Demographic Information   | 4         |
| Discipline Overview   | 6         |
| Criterion 4: Dissemination  | 8         |
| <b>Academic Program Success</b>   | <b>10</b> |
| Criterion 5: Student Performance  | 10        |
| Criterion 6: Program Delivery   | 10        |
| Curriculum  | 10        |
| Instruction   | 10        |
| Assessment and Program Evaluation                                       | 11        |
| Supports for All Learners   | 11        |
| Accelerated Student Learning  | 12        |
| <b>Organizational Viability</b>   | <b>14</b> |
| Criterion 10: Finance   | 14        |
| <b>Appendix A: <a href="#">Accountability Plan</a> Evidence 2023-24</b> | <b>19</b> |
| Faithfulness to Charter   | 19        |
| Dissemination   | 27        |
| <b>Appendix B: Recruitment and Retention Plan 2024-25</b>               | <b>29</b> |
| Recruitment Plan 2024-25  | 29        |
| Retention Plan 2024-25  | 35        |
| <b>Appendix C: School Data Tables</b>                                   | <b>38</b> |
| Administrative Roster and Staff Attrition Data                          | 38        |
| Information About The Board of Trustees                                 | 39        |
| <b>Appendix D: Additional Required Information</b>                      | <b>40</b> |
| Facilities  | 40        |
| Enrollment  | 40        |
| <b>Appendix E: Conditions, Complaints, and Attachments</b>              | <b>40</b> |
| Complaints  | 40        |
| Board of Trustees Contact Information                                   | 40        |

## Introduction to the School

| Hilltown Cooperative Charter Public School   |   |                                  |   |
|--|---|----------------------------------|---|
| Type of Charter  | Commonwealth  | Location                         | Easthampton   |
| Regional or Non-Regional   | Regional  | Districts in Region              | <i>Amherst, Amherst-Pelham, Belchertown, Central Berkshire, Chesterfield-Goshen, Conway, Deerfield, Easthampton, Erving, Frontier, Gateway, Gill Montague, Granby, Greenfield, Hadley, Hampshire, Hatfield, Hawlemont, Leverett, Mohawk Trail, New Salem-Wendell, Northampton, Orange, Pelham, Pioneer Valley, Ralph C. Mahar, Rowe, Shutesbury, Southamptn, South Hadley, Sunderland, Ware, Westhampton, Whately, Williamsburg</i> |
| Year Opened  | 1995  | Year(s) Renewed                  | 2000, 2005, 2010, 2015, 2020  |
| Maximum Enrollment   | 218   | Enrollment for 2023-24           | 218   |
| Chartered Grade Span   | K-8   | Grade Span for 2023-24           | K-8   |
| Number of Instructional Days per School Year (as stated in the charter)  | 180   | Students on Waitlist for 2024-25 | 186 on waitlist   |
| Number of Instructional Days during the 2022-23 School Year  | 180   |                                  |   |
| School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)  | 8:15-3:00 Mon-Fri;<br>K-5 dismiss 12:30 every Wednesday | Age of School in 2023-24         | 29 years  |
| <p>Mission Statement:</p> <ul style="list-style-type: none"> <li>● To engage students in a school which uses experiential, hands-on activities, the arts, and interdisciplinary studies to foster critical thinking skills and a joy of learning</li> <li>● To sustain a cooperative intimate community of students, staff, families, and local community members which guides and supports the school and its education program</li> <li>● To cultivate children’s individual voices and a shared respect for each other, our community, and the world around us</li> </ul> |   |                                  |   |

# Faithfulness to Charter

## Criterion 1: Mission and Key Design Elements

Hilltown Cooperative Charter Public School (HCCPS) has created and sustained an interconnected community of children and adults with a high degree of family involvement:

- In the 2023-2024 school year, we returned to all of our in-person community events. Students continued to have multiple cross-age experiences through All School, buddies, and mini-courses. These experiences strengthened their familiarity with students and staff throughout the school.
- HCCPS employs diverse strategies to cultivate strong family involvement and connections to the school. One of the school leaders, our Coordinator of Community and Family Engagement, is charged with involving parents in different aspects of the school. Weekly and monthly parent and family events are included in the school-year schedule. A weekly e-newsletter ensures that parents have access to all pertinent information.
- Results from our 2023-2024 Family Satisfaction survey showed that we rebuilt community relations that were impacted by the pandemic. We will continue to focus on community, so that all of our families feel a strong sense of togetherness and belonging.
- There are regular opportunities for volunteering both in the classroom and for school wide events, large and small.

Students at HCCPS learn through a hands-on, experiential, interdisciplinary approach to learning with an emphasis on the arts:

- Staff time is designed and organized to ensure that classroom teachers and teachers in the arts have weekly or biweekly meeting time dedicated to planning integrated curriculum.
- The master school schedule prioritizes students' weekly contact with art and music teachers throughout the year.
- Every classroom participates in several multidisciplinary units annually, incorporating art, music, and hands-on projects. Our website includes archives of integrated projects done throughout the years.

Students at Hilltown develop strong foundational skills:

- HCCPS teachers assess the development of students' foundational skills through a universal social-emotional-behavioral screening (mySAEBRS), nationally-normed assessments in reading and mathematics (Fastbridge), MCAS, and internal assessments.
- On multiple assessments, our students' foundational skills are consistently above average.

Hilltown uses a consensus-based governance structure:

- During orientation, all Board members are trained in the consensus process which is used by the Board throughout the year.
- Faculty and staff members, while not bound by a formal consensus process, honor its spirit by valuing open discussion and including all opinions.

Hilltown successfully cultivates children's curiosity, critical thinking, and individual voice:

- Morning meetings in all grades, K-8, are a place for students and staff members to build community and engage in collaborative problem-solving. Students in grades 6-8 added a weekly

50-minute advisory period in the 2023-2024 school year where they explore topics related to self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Advisory plans are structured around a circle format and routines.

- Teachers in all grades build opportunities for students to hone critical thinking skills in all subject areas. Students develop their individual voices through persuasive writing, and engage in respectful discourse by listening to each other and making and supporting evidence-based claims. All students have regular opportunities to share their work and perform in front of the entire school at All School gatherings. Eighth graders prepare culminating research projects based on a topic of their choosing, and present them to the entire school community.
- Students in grades 7 and 8 have regular opportunities to share information and engage in discussions about school climate and culture with the school adjustment counselor and intern in “Student Voice” sessions. These sessions evolved into gender-based discussion groups that also included select teachers and our new student behavior support coordinator. The community and family engagement coordinator initiated planning steps with Prisms students for a new Student Council that will include students in grades 6-8.

| Amendments to the Charter between August 2023 and July 2024           |                     |  |
|---|---------------------|--|
| Date Submitted  | Amendment Requested | Status (Pending/ Approved/Denied/Approved and Not Implemented) |
| There were no amendments requested between August 2023 and July 2024. |                     |  |

## Criterion 2: Access and Equity

### Student Demographic Information

The most recent publicly available student enrollment data may be found on the DESE website in [Enrollment by Race/Ethnicity \(2023-24\)](#).

| Student Data by Race/Ethnicity (2023-24) |                            |
|--|----------------------------|
| Race/Ethnicity                           | Percentage of Student Body |
| African American                         | 0                          |
| Asian                                    | 2.8                        |
| Hispanic                                 | 7.3                        |
| Native American                          | 0                          |
| White                                    | 80.3                       |
| Native Hawaiian, Pacific Islander        | 0                          |
| Multi-Race, Non-Hispanic                 | 9.6                        |

The most recent publicly available student demographic data may be found on the DESE website in [Selected Populations \(2023-24\)](#).

| <b>Selected Student Populations (2023-24)</b> |                            |
|---|----------------------------|
| Title   | Percentage of Student Body |
| First Language not English                    | 0.9                        |
| English Language Learner                      | 0                          |
| Low-income                                    | 17.9                       |
| Students with Disabilities                    | 22.5                       |
| High Needs                                    | 33.9                       |

The most recent publicly available student discipline data may be found on the DESE website in our [2022-23 Student Discipline Data Report](#).

| <b>2022-23 Student Discipline</b>   |                          |                      |                              |                                  |                           |
|-------------------------------------|--------------------------|----------------------|------------------------------|----------------------------------|---------------------------|
| Student Group                       | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students                        | 221                      | 3                    | -                            | -                                | -                         |
| English Learner                     | 0                        | -                    | -                            | -                                | -                         |
| Low Income                          | 50                       | 1                    | -                            | -                                | -                         |
| Students w/disabilities             | 48                       | 2                    | -                            | -                                | -                         |
| High needs                          | 80                       | 2                    | -                            | -                                | -                         |
| Female                              | 91                       | 0                    | -                            | -                                | -                         |
| Male                                | 124                      | 3                    | -                            | -                                | -                         |
| American Indian or Alaska Native    | 0                        | -                    | -                            | -                                | -                         |
| Asian                               | 5                        | -                    | -                            | -                                | -                         |
| African American/Black              | 0                        | -                    | -                            | -                                | -                         |
| Hispanic/Latino                     | 11                       | 0                    | -                            | -                                | -                         |
| Multi-race, Non-Hispanic/Latino     | 24                       | 1                    | -                            | -                                | -                         |
| Native Hawaiian or Pacific Islander | 0                        | -                    | -                            | -                                | -                         |
| White                               | 181                      | 2                    | -                            | -                                | -                         |

## Discipline Overview

Hilltown has low suspension rates, both in-school and out-of-school. During the 2023-2024 school year, there were three discipline incidents that resulted in out-of-school suspension, and one that resulted in in-school suspension. Hilltown administrators track behavioral incidents and responses, and review those data in order to self-investigate the school's cultural practices.

Hilltown updated its student behavior support system during summer 2023, and used a clearly-defined three-tiered system of support and accountability during the 2023-2024 school year:

- Tier 1) UNIVERSAL supports that benefit all students to function within the classroom;
- Tier 2) TARGETED supports for students who struggle to manage their behavior; and
- Tier 3) EMERGENCY RESPONSE to significantly physically and/or emotionally unsafe or hostile behavior. In addition, Hilltown provides INDIVIDUALIZED supports for students who struggle daily with big emotions and the requirements of school.

The overarching goals of Tier 1 supports are to: support students in a fair and consistent manner to understand and meet expectations; handle off-task and disruptive behavior respectfully, fairly, and consistently to help students get back on track; and build students' self-reflection skills and repair harm to individuals and the community. All staff members: model expectations; reinforce and remind students about expectations; use proximity and visual cues to redirect and remind nonverbally; provide opportunities for self-reflection; teach self-regulation strategies and support students to use them; and point out examples of students meeting expectations. When problematic behavior occurs, staff members: name the behavior; remind about the expectation (avoiding blaming or shaming language/tones); and state the consequence if the behavior continues. Tier 1 consequences may include: move seat/work area/activity; loss of relevant activities, materials, or equipment; break it/fix it; loss of computer privileges; loss of privilege to work independently in common spaces; restricted space at recess; recess in an alternate location with an adult available to discuss behavior; or community service (e.g., helping in the classroom). Staff members ask restorative questions when incidents occur in order to facilitate restorative dialogue and harm repair between students, and to help those affected. If the behavior is part of an emerging pattern, a staff member informs parents and enlists their support. Staff members also inform parents about successes and resolutions and when things are going well.

Sometimes student behavior is significantly disruptive, prevents others from engaging in activities, and requires additional adult support, which elevates the incident to Tier 2. In these cases, all involved staff members use the same Tier 1 tools and strategies to address student behavior. After the challenging behavior has been resolved, the initiating staff member and a director/coordinator engage in a follow-up conversation with the student to: remind about expectations (e.g., the Code of Cooperation, and school-wide rules); state the consequence if the behavior occurs in the future; work with the student to identify supportive strategies; and discuss harm repair options (if applicable). After a Tier 2-level incident, a staff member informs parents and enlists their support. Teachers reintegrate the student into school activities, and inform parents about successes and resolutions.

To address patterns of challenging behavior, teachers develop proactive strategies ahead of time with support from a director or service provider (e.g., the adjustment counselor). For example: regular check-ins to reinforce expectations; scheduled opportunities for structured reflection; or a behavior incentive plan. Beginning in April 2024, Hilltown added administrative capacity with a new full-time student behavior support coordinator position who is primarily responsible for Tier 2 behavior supports.

If student behavior occurs that is significantly physically and/or emotionally unsafe or hostile, involves harassment, involves violence, physical or verbal assault, and/or involves a weapon or a controlled substance, the nearest staff member requests immediate support. A director or coordinator will move the student(s) to a safe space (or otherwise ensure adult supervision), then convene all or part of a Response Team to manage the incident, collect information, and determine next steps. The Response Team includes the director of teaching and learning, the director of administration, the school nurse, and the adjustment counselor. In fall 2023, the Response Team also included the behaviorist, and in spring 2023 this position was replaced on the team by the new student behavior support coordinator.

If the Response Team determines that the student has engaged in behavior that is significantly physically and/or emotionally unsafe or hostile, and the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the educational environment, and there is no alternative available to alleviate the danger or disruption, the next step is emergency removal from school. The director of teaching and learning informs parents and makes arrangements for pick-up as soon as possible.

Emergency removal is followed by a notice of proposed suspension, which describes the disciplinary offense, the basis for the charge, the potential length of the suspension, and an opportunity for the student and parents to have a suspension hearing with the director of teaching and learning. After the suspension hearing determination and resulting suspension (if applicable), the director of teaching and learning initiates a restorative process to repair harm to individuals and the community. Any restorative process requires voluntary participation from all parties. Students are welcomed back and reintegrated into school activities after all disciplinary actions. Parents are informed about the outcome of any restorative process.

When a student is known to have significant behavioral challenges, staff members develop proactive strategies and response plans with support from a director and special education or service provider, and with parent input and collaboration. These strategies may include more intensive and/or frequent Tier 1 strategies, a behavior incentive plan, a Behavior Support Plan (typically developed after student observations under the guidance of a Board Certified Behavior Analyst), or an established crisis plan.



## Criterion 4: Dissemination

The table below provides evidence of how Hilltown has shared innovative models for replication and best practices with other public schools in the region during the 2023-2024 school year.

| 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   |
|---|--|---|---|---|
| Interview questions and techniques for new teachers         | Practice interviews for students at Smith College, and panel discussion of interviewing strategies   | Laura Davis, Director of Teaching and Learning  | Students in the Smith College teacher preparation program<br>School administrators from Buckland-Shelburne Regional School District, Veritas Prep Charter School, Springfield Prep Charter School, Springfield Public Schools | Teachers new to the field gained interview experience, and learned about the HCCPS program and hiring practices. HCCPS strengthened connections with area public and charter schools. |
| Use of primary sources, and hands-on, experiential learning | Preservice teachers visited grade 2-3 classrooms for 12 weeks and presented a method of inquiry related to science and social studies. Hilltown students created and shared presentations with participants that incorporated elements of the inquiry method | Nan Childs, Grade 2-3 Lead Teacher<br><br>Rebecca Belcher-Timme, Grade 2-3 Lead Teacher | Preservice teachers from Westfield State University (WSU)   | WSU Students took their experience in Hilltown's classrooms back to share with other preservice teachers  |

| 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  |
|---|---|--|--|--|
| Strategies to integrate arts and STEM in elementary bilingual/dual language programs                                    | Published book: "Integrando STEAM: A Guide for Elementary Bilingual and Dual Language Programs" | Nicole Singer, Visual Arts Teacher, grades 2-8                 | UMass Amherst College of Education students              | Preservice teachers and educators across Massachusetts and beyond have a resource for arts-integration in bilingual/dual language programs |
| Visual arts curriculum planning and implementation, arts integration, classroom management, teacher/staff collaboration | Hosted student teacher, visual arts   | Nicole Singer, Visual Arts Teacher, grades 2-8                 | Preservice visual arts teacher from UMass Amherst        | A teacher new to the field gained curriculum and classroom experience, and learned about the HCCPS program                                 |
| Visual arts curriculum implementation, arts integration, classroom management   | Hosted Smith College Mindich Fellow   | Nicole Singer, Visual Arts Teacher, grades 2-8                 | Undergraduate student from Smith College                 | A college student who is interested in pursuing education as a career gained classroom experience, and learned about the HCCPS program     |

# Academic Program Success

## Criterion 5: Student Performance

The most recent publicly available student performance data may be found on the DESE website in our [2023 School Report Card](#).

## Criterion 6: Program Delivery

### Curriculum

Hilltown teachers continued to provide relevant and engaging curriculum in the 2023-2024 school year following curriculum frameworks and standards set by the state and upholding tenets of our charter: integrating arts, cultivating individual voices, building community, and putting learning into the hands of students. Teachers identified overarching learning objectives to help students recognize themes, patterns, and connections within and among daily lessons.

Hilltown maintained its existing reading, writing, and mathematics curriculum in 2023-2024. This includes “Being a Reader” from Collaborative Classroom in grades K-5 and a standards-aligned, teacher-created ELA curriculum in grades 6-8. In grades K-5, teachers used “Being a Writer” from Collaborative Classroom, supplemented by independent book groups, and integrated writing assignments related to social studies and science projects. Hilltown has been using the “Illustrative Math” curriculum for six years in grades 6-8, and for three years in grades K-5. Teachers supplement mathematics instruction through resources including Math 180, 3-Act Math, Esti-Mysteries, and daily routines during morning meetings.

Hilltown has many teacher-created K-8 social studies and science curriculum units, which often serve as opportunities for arts-integration as well as lessons and materials that represent a variety of cultures and perspectives. Integrated topics this year included the social and economic impacts of sugar, our watery world, country studies, metamorphosis, plant biology, ancient Greece, civics and government, and the physical geography of western Massachusetts. Teachers supplemented units with standards-aligned published curriculum such as Mystery Science, History’s Mysteries (iCivics), Learning for Justice, and Facing History and Ourselves. On Fridays during All School gatherings, students share their academic and arts work with the entire community one classroom or grade-level per week.

All students in grades K-8 participated in Atelier (art), Music & Movement, Health and Wellness, and Physical Education one or two times per week. Curriculum in these subjects is also based on the state frameworks. Students in grades 6-8 participated in digital media and technology classes twice per week. Students in grades 7 and 8 take Spanish classes three times per week, and the two-year sequence roughly equates to a one-year level 1 course.

### Instruction

Teachers at Hilltown differentiate instruction with the goal of enabling every student to make progress toward learning objectives, and use principles of Universal Design for Learning (UDL) to create multiple entry points, modes of expression, and assessments that support students with diverse learning profiles. While the primary learning objectives are not differentiated, students access content and skills via multiple pathways. Lessons and units include opportunities for students to explore topics and apply learning in culturally relevant, authentic, and real-world contexts, and the products of their learning

reflect their strengths, interests, cultural backgrounds, and prior knowledge. Teachers share criteria for success with students such as checklists, rubrics, and exemplars.

Building positive relationships and students' identities as learners are key features of Hilltown classrooms. Teachers regularly communicate specific and asset-based feedback, reinforce perseverance and effort, and model a growth mindset. They strive to consistently demonstrate positive, caring relationships to ensure all students feel valued, respected, and supported. Teachers intentionally use routines such as Morning Meeting, equitable discourse structures, and collaborative group work to foster a sense of belonging in the classroom community. Teachers define and maintain consistent behavioral expectations and norms, and balance support and accountability when addressing student behavior. Hilltown focuses on restorative dialogue and harm repair when supporting students to navigate and address interpersonal conflicts as they arise.

### **Assessment and Program Evaluation**

Hilltown uses multiple forms of assessment to gauge student learning in addition to MCAS. For academic screening, the school used the Fastbridge aReading and aMath assessments in grades 3-8 for the second time this year, and screened all students in fall, winter, and spring. Teachers used these checkpoints throughout the year to identify students who needed additional supports, and to gauge the effectiveness of delivered supports. The reading specialist continued to screen all students in grades K-3 three times per year using DIBELS 8th Edition. Hilltown implemented the mySAEBRS social-emotional-behavioral screener with all students in grades 3-8 for the first time in 2023-2024, and plans to implement this screener each winter. Results identified students who had not previously been known to have needed social and emotional supports.

Teachers continued to assess student learning using formative and summative assessments in all subject areas that included rubrics, checklists, benchmarks, and unit tests. Hilltown's mathematics curriculum includes daily formative assessment, which teachers use to inform instruction. Special education teachers and related service providers, including the reading specialist, continued to provide services and assess student progress. Teachers in grades K-5 scored student writing samples using a standardized, internally-created K-5 Writing Rubric. Teachers in grades 6-8 used standardized rubrics to score student writing samples, including extensive "capstone" research projects in grade 8.

Collaboration and communication among educators is built into the schedule at Hilltown. Teachers, administrators, and service providers met weekly or biweekly in Student Support Team (SST) meetings focused on students with academic, behavioral, and/or social-emotional concerns. General education teachers and arts teachers also meet weekly or biweekly to plan integrated curriculum units, and to ensure curriculum across subject areas is aligned and mutually-supportive. Grade-level academic teaching teams have common planning time built into the master schedule in addition to SST and integration meetings. The Mental Health Team (Director of Teaching and Learning, Adjustment Counselor, and School Nurse) met weekly, and the Special Education and Related Supports (SERS) Team met monthly or more frequently as needed over the course of the year. These teams are collaborative in nature, and include representatives from a range of educational positions.

### **Supports for All Learners**

Hilltown continued to provide student support services through specialized staffing structures. Each academic classroom continued to have at least one teaching assistant whose role was to assist the teacher in providing academic and behavioral support to all students, including 504 plan accommodations. In addition, special education teaching assistants provided supports contained in

students' Individualized Education Plans (IEPs). Hilltown added two such positions during the 2023-2024 school year to meet identified needs. These supports were directly related to students' IEP goals and/or class curriculum, and were supervised by a special education teacher. After-school Homework Club was available four afternoons per week at no cost to students in grades 6-8 who have IEPs or other identified needs. Reading intervention continued to be available to students, primarily in grades K-3 but also in upper grades based on need. The reading specialist provided short-term interventions using the "Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words" (SIPPS) program, a companion to "Being a Reader," as well as the "Read Naturally" fluency program. Students with more significant reading needs documented in their IEPs received specialized instruction, such as Orton-Gillingham, implemented by a special education teacher. Four full-time special education teachers provided services and oversight for students who had IEPs in grades K-8.

Hilltown continued to use a Response-to-Supports (RTS) process in 2023-2024. When students were identified by teachers as not meeting expectations based on formative and summative assessments, a group of educators (typically in the context of a Student Support Team meeting) identified a specific challenge to address, developed a goal, recommended a support to be implemented for 6-8 weeks, and then met to review implementation data and determine the effectiveness of that support. Often, these supports were outlined in the school's District Curriculum Accommodation Plan (DCAP). Classroom teachers, teaching assistants, the reading specialist, the occupational therapist, the speech therapist, the adjustment counselor, or other relevant staff member implemented the identified supports. Parent communication was a key component in the process.

Hilltown updated its multi-tiered system of supports for student behavior through a collaborative process during summer 2023. Hilltown's full-time behaviorist left the school in January 2024, and directors made the decision not to fill the position. Instead, the school engaged in a collaborative and inclusive process to add a new student behavior support coordinator—a full-time administrative position—to enable consistent Tier 2 support for all students in grades K-8. This position was interim to start, and was made part of the administrative structure for the 2024-2025 school year. The added capacity is intended to support the director of teaching and learning to focus more fully on teacher supervision and curriculum support.

Summer Sessions were offered in 2023 to students finishing kindergarten through third grade with a focus on reading, mathematics, and social skills. This was a free, four-week summer school program implemented by Hilltown teachers, the behaviorist, and teaching assistants. Students received daily reading instruction with the intention of closing gaps and bringing most students to grade level in reading as well as daily math practice and social skills activities designed to provide opportunities to practice skills in the Zones of Regulation curriculum.

### **Accelerated Student Learning**

Hilltown strives to provide access to grade-level work for all students, and targeted scaffolds that make the work accessible. As outlined above, Hilltown has structures in place to ensure strong grade-appropriate instruction with scaffolds provided by classroom teachers and general education teaching assistants for students with identified learning challenges and needs, including students with accommodations and supports outlined in 504 plans. In addition, special education teachers and teaching assistants provide individualized, modified content, and appropriate accommodations for students with disabilities.

As always, and as part of the mission of our school, Hilltown prioritized the cultivation of a sense of belonging and partnership among students and families. This was a priority identified through the school's 2022 equity audit, especially for students and families of color. Strategies included full revitalization of Hilltown's calendar of events and community engagement opportunities after pandemic-associated lapses, creation of emergent "student voice" groups for older students, and continuation of work related to inclusion and belonging through the Board of Trustees' Justice, Equity, Diversity, and Inclusion (JEDI) committee. In addition, Hilltown received a grant in 2023 to engage in DESE's Safe and Supportive Schools action planning program. This entailed diligent work by a representative team of stakeholders (i.e., directors, administrative staff, educators, parents) to reflect on essential systems, structures, and practices that enable safe and supportive school environments for all students and families. Reflection categories encompassed: leadership and culture, family engagement, professional learning, access to resources and services, teaching and learning, and policies and procedures. The team developed an action plan for 2024-2025 and beyond that supports creating a School Data Team that includes representatives from key stakeholder groups (including students), supporting structured opportunities for student voice, and creating a professional development advisory team to identify priorities for the coming year, and ensure professional learning is relevant and implemented.

## Organizational Viability

### Criterion 10: Finance

**Hilltown Co-op Charter Public School**  
**Unaudited FY24**  
**Statement of Revenues, Expenses**  
**and Changes in Net Position**  
**July 2023 through June 2024**

|  |                         |
|--|-------------------------|
| <b>Operating Revenues</b>                      |                         |
| Tuition  | 3,595,003               |
| Government Grants                              | 174,237                 |
| Private Grants                                 | 1,954                   |
| Medicaid & Other Reimbursements                | 8,579                   |
| After School Fees                              | 100,398                 |
| Student Activity Fees                          | 31,974                  |
| School Lunch Receipts                          | 24,454                  |
| <b>Total Operating Revenue</b>                 | <b><u>3,936,598</u></b> |
| <b>Operating Expenses</b>                      |                         |
| Wages  | 2,738,406               |
| Payroll Taxes                                  | 110,885                 |
| Fringe Benefits                                | 351,986                 |
| Consulting & Contracted Services               | 187,854                 |
| Depreciation Expense                           | 107,828                 |
| Dues & Subscriptions                           | 10,715                  |
| Educational Supplies & Textbooks               | 40,608                  |
| Equipment                                      | 2,900                   |
| Food Services                                  | 34,201                  |
| Instructional Technology                       | 17,023                  |
| Occupancy                                      | 177,204                 |
| Transportation & Field Trips                   | 9,218                   |
| Other Operating Expense                        | 20,945                  |
| <b>Total Operating Expenses</b>                | <b><u>3,809,772</u></b> |
| <b>Operating Income (Loss)</b>                 | <b><u>126,826</u></b>   |
| <b>Non Operating Revenues &amp; (Expenses)</b> |                         |
| Fundraising Income                             | 9,008                   |
| Investment Income                              | 26,369                  |
| Interest Expense                               | (86,912)                |
| Fundraising Expense                            | (1,410)                 |
| <b>Total Non-Operating Revenues</b>            | <b><u>(52,945)</u></b>  |
| <b>Change in Net Position</b>                  | <b><u>73,882</u></b>    |

**Hilltown Co-op Charter Public School**  
**Unaudited Statement of Net Assets for FY24**  
**(Balance Sheet)**  
**As of June 30, 2024**

Assets

|                                 |    |                         |  |
|---------------------------------|----|-------------------------|--|
| <b>Current Assets</b>           |    |                         |  |
| Cash                            | \$ | 450,913                 |  |
| Certificate of Deposit          |    | 555,607                 |  |
| Prepaid Expense                 |    | 29,857                  |  |
| <b>Total Current Assets</b>     |    | <u>1,036,377</u>        |  |
| <b>Non-Current Assets</b>       |    |                         |  |
| Capital Assets                  |    |                         |  |
| Building (Net)                  |    | 2,745,786               |  |
| Land 1-3 Industrial Pkwy        |    | 472,975                 |  |
| Furniture and Equipment (Net)   |    | 3,795                   |  |
| Security Deposits               |    | 7,579                   |  |
| <b>Total Non Current Assets</b> |    | <u>3,230,135</u>        |  |
| <b>Total Assets</b>             | \$ | <u><u>4,266,511</u></u> |  |

Liabilities & Net Position

|   |    |                         |  |
|---|----|-------------------------|--|
| <b>Current Liabilities</b>                |    |                         |  |
| Accounts Payable                          | \$ | 36,819                  |  |
| Accrued Wages Payable                     |    | 234,683                 |  |
| Accrued Payroll Liability                 |    | (6,345)                 |  |
| Accrued Expenses                          |    | 5,549                   |  |
| Deferred Revenue                          |    | 1,058                   |  |
| <b>Total Current Liabilities</b>          |    | <u>271,764</u>          |  |
| <b>Long Term Liabilities</b>              |    |                         |  |
| Note Payable - USDA                       | \$ | 3,127,985               |  |
| <b>Total Long Term Liabilities</b>        |    | <u>3,127,985</u>        |  |
| <b>Total Liabilities</b>                  | \$ | <u><u>3,399,749</u></u> |  |
| <b>Net Position</b>                       |    |                         |  |
| Investment in Capital Assets              |    | 94,571                  |  |
| Unrestricted                              |    | 772,191                 |  |
| <b>Total Net Position</b>                 |    | <u>866,763</u>          |  |
| <b>Total Liabilities and Net Position</b> | \$ | <u><u>4,266,511</u></u> |  |



# Hilltown Co-operative Charter Public School

## Approved FY25 Budget

**Approved by Board of Trustees 06/12/2024**

|  | FY 25            |
|--|------------------|
| <b>Operating Revenues</b>                      |                  |
| Tuition  | 3,634,901        |
| Government Grants                              | 90,992           |
| Private Grants                                 | 0                |
| Medicaid & Other Reimbursements                | 10,500           |
| After School Fees                              | 90,000           |
| Student Activity Fees                          | 35,500           |
| School Lunch Receipts                          | 15,000           |
| <b>Total Operating Revenue</b>                 | <b>3,876,893</b> |
| <b>Operating Expenses</b>                      |                  |
| Wages  | 2,803,587        |
| Payroll Taxes                                  | 116,021          |
| Fringe Benefits                                | 393,727          |
| Consulting & Contracted Services               | 161,323          |
| Dues & Subscriptions                           | 10,905           |
| Educational Supplies & Textbooks               | 53,860           |
| Equipment                                      | 6,000            |
| Food Services                                  | 20,000           |
| Instructional Technology                       | 18,000           |
| Occupancy                                      | 207,069          |
| Transportation & Field Trips                   | 10,500           |
| Other Operating Expense                        | 32,300           |
| <b>Total Operating Expenses</b>                | <b>3,833,292</b> |
| <b>Operating Income (Loss)</b>                 | <b>43,601</b>    |
| <b>Non Operating Revenues &amp; (Expenses)</b> |                  |
| Fundraising Income                             | 5,000            |
| Investment Income                              | 10,000           |
| Interest Expense                               | (85,251)         |
| Fundraising Expense                            | (1,400)          |
| <b>Total Non-Operating Revenues</b>            | <b>(71,651)</b>  |
| <b>Change in Net Position</b>                  | <b>(28,050)</b>  |

| FY25 Enrollment Table   | Enter Number Below |
|---|--------------------|
| Number of students pre-enrolled via March 15, 2024 submission   | 218                |
| Number of students upon which FY25 budget tuition line is based | 218                |
| Number of expected students for FY25 first day of school        | 218                |

**Capital Expense Plan and Capital Expense Project for FY25**

Hilltown is currently working on a Capital Expense Plan and will continue to develop it in FY25.

The following capital expense project was approved by the Board of Trustees on January 10, 2024 and took place during July 2024.

Replacement of school roof above the 6-8 wing and All School space.

Background:

When Hilltown moved into 1 Industrial Parkway in 2014, it was estimated that the roof above the grades 6-8 wing had a life expectancy of 10-20 years. This part of the roof is now showing signs of disrepair. After multiple leaks this school year, the Director of Administration had an inspector come out to take a look at the roof. The recommendation was that the school replace the roof within 3-6 months.

Scope of estimate for replacement of asphalt shingle roofing:

- Remove existing roof shingles and underlayments down to plywood deck and properly dispose
- Refasten existing plywood as needed
- Furnish & install Certainteed Winterguard Ice & water barrier at eaves, valleys, cheek walls and penetrations (6 ft. min. at eaves)
- Furnish & install synthetic underlayment balance of roof
- Furnish & install .019 F-8 aluminum drip edge
- Furnish & install Certainteed Landmark shingles fastened 6 nails per shingle with electro galvanized roofing nails, color to be selected by owner
- Furnish & install Certainteed hip and ridge shingles
- Furnish & install Shingle Vent 2 ridge vent
- Remove and dispose of all roof related debris
- Shingle manufacturer's warranty
- 5-Year workmanship warranty
- Necessary permits included

Notes:

Furnish & install 6k aluminum gutters and 3x4 downspouts  
 Unit price for plywood replacement as needed - ADD: \$3.50 SF

Cost of the project:

|  |                  |
|--|------------------|
| Replacement of Asphalt Shingle Roofing | \$72,000         |
| Replacement of gutters                 | \$5,800          |
| Total Estimated Cost                   | \$77,800         |
| Request for approval of funds          | Up to \$100,000* |

\*to cover incidental work (ie plywood replacement) found during roof replacement, funds not needed will be returned to Capital Reserves account

Source of Funding:

Withdrawal of \$100,000 from Capital Reserves Account (CRA) at 6/30/2024 Maturity Date  
(Current Balance of CRA is \$327,000)

Goals to be achieved by proposal:

- Repair current leak that has caused damage to ceiling above the 6-8 boys' bathroom
- Prevent leaks and damage to the building
- Walkway directly in front of the building will be free from dripping water and sidewalks will no longer have ice from the dripping water

## Appendix A: Accountability Plan Evidence 2023-24

Hilltown’s current accountability plan may be accessed here: [ACCOUNTABILITY PLAN](#)

### Faithfulness to Charter

| Measure  | 2023-2024 Performance<br>M (Met)<br>NM (Not Met) | Evidence  |
|--|--|---|
| <b>Objective (for KDE 1): Hilltown students and their families will participate in the life of the school through classrooms, community events, and school governance.</b>   |  |   |
| <p><b>Measure:</b><br/>90% of families who respond to the annual satisfaction survey will report that there exists a strong sense of community among students, staff, and families. At least 40% of families will complete the survey. 80% of the families measured will match school demographics.</p>        | M  | <p><b>Evidence:</b><br/>There were 111 responses to our annual satisfaction survey. (We had a total of 163 families in 2023-2024.) This response surpasses our goal of at least 40% of families completing the survey. Survey responses showed that at least 80% of these responses matched school demographics. Ninety-six percent of families reported students feeling connected to the school.</p>  |
| <p><b>Measure:</b><br/>100% of students in grades K-8 will participate in mixed-age programs to build a sense of student community, including weekly All School gatherings, year-long cross-grade buddies, mixed-age lunchroom assignments, and mixed-age mini-courses at least 3 times per year.</p>          | M  | <p><b>Evidence:</b><br/>100% of students in grades K-8 participated in mixed-age programs to build a sense of student community, including weekly All School meetings, year-long cross-grade buddies, and three sessions of mixed-age mini-courses.</p>   |
| <p><b>Measure:</b><br/>90% of families, with proportionate representation of the school demographics, will engage in one or more whole-school community events or programs: Winter Fair, Solstice Celebration, Music Festival, Grandparents and Special Elders Day, “Link Families” for incoming families.</p> | M  | <p><b>Evidence:</b><br/>This year, we were proud to continue with our whole-school community events including Solstice Celebration, Winter Fair, Music Festival, and weekly All School gatherings. At least 90% of families were able to engage in the events that took place, with proportionate representation of the school demographics. Evidence for this measure was collected by event attendance records and the 2024 Family Satisfaction Survey.</p> |

**Objective: (for KDE 2): Hilltown students will access learning by participating in interdisciplinary projects that integrate the arts and incorporate hands-on learning.**

|  |          |   |
|--|----------|---|
| <p><b>Measure:</b><br/>Annually, 95% of students will engage in hands-on units of study that have been co-created by multiple teachers integrating three or more disciplines. The integrated units of study are guided by essential questions arrived at through a collaborative process drawing on state standards.</p> | <p>M</p> | <p><b>Evidence:</b><br/>100% of students in grades K-8 participated in hands-on units of study created during grade-level Integration Meetings that included academic, music, and visual arts teachers (plus the technology teacher in grades 6-8). Presentations and artifacts from arts-integrated units and featured studies are shared on Hilltown’s website: <a href="https://www.hilltowncharter.org/arts-integrated-projects/">https://www.hilltowncharter.org/arts-integrated-projects/</a></p> |
|--|----------|---|

|  |          |   |
|--|----------|---|
| <p><b>Measure:</b><br/>Annually, 95% of K-8 students will share their artwork with the whole school (via All School gathering presentations, gallery displays, or musical/theater productions). These sharings will be accompanied by integration statements (written or spoken by students or teachers) explaining how their art interacts with other ideas and disciplines in the featured projects.</p> | <p>M</p> | <p><b>Evidence:</b><br/>100% of students shared their artwork with the whole school. Slideshows were shown in All School (our weekly whole-school gathering) where teachers and students also shared statements explaining the projects. Rotating exhibits of student work were displayed in the hallways throughout the year, accompanied by detailed write-ups about each display. Students in all grades performed for the school community at the annual Music Festival in May.</p> |
|--|----------|---|

**Objective (for KDE 3): Hilltown students will demonstrate deep learning that requires critical thinking and personal expression.**

|   |          |   |
|---|----------|---|
| <p><b>Measure:</b><br/>Each 8<sup>th</sup> grader will design, develop, and present an independent interdisciplinary culminating project in an area of personal interest. This will demonstrate research, writing, and presentation skills learned from the HCCPS experience.</p> | <p>M</p> | <p><b>Evidence:</b><br/>Each 8th grader designed, developed, and presented an independent research project in an area of personal interest. All projects demonstrated research, writing, and presentation skills.<br/><i>See TABLE 1 for list of research questions</i></p> |
|---|----------|---|

|   |          |   |
|---|----------|---|
| <p><b>Measure:</b><br/>100% of students in grades K-8 will participate in mixed age mini-courses. K-6 will participate 3 times a year; grades 7 &amp; 8 will participate 2 times a year. Students will have the opportunity to express their mini-course top choices through surveys.</p> | <p>M</p> | <p><b>Evidence:</b><br/>100% of K-8 students participated in 3-4-week mini courses three times during the year. Mini course enrollment was based on student requests.<br/><i>See TABLE 2 for list of mini courses</i></p> |
|---|----------|---|

**Objective (for KDE 4): Hilltown students will demonstrate proficiency on external and internal academic measures.**

|  |                          |   |
|--|--------------------------|---|
| <p align="center"><b>Measure:</b></p> <p>Each grade, 3-8, will score in the top quartile annually in the tested areas of reading and math and core total on the SAT10 test of basic skills. The students in the top quartile will reflect all demographics of the student population in grades 3-8.</p>                            | <p align="center">NM</p> | <p align="center"><b>Evidence:</b></p> <p>Hilltown switched to Fastbridge “aReading” and “aMath” screening assessments in 2022. Based on available reports, we define “top quartile” for the purpose of this annual report as 75 percent or more students scoring at or above the national 50<sup>th</sup> percentile on the Spring 2024 assessment (or most recent)</p> <p>aReading at or above 50<sup>th</sup> percentile:<br/>         Grade 3: 86%<br/>         Grade 4: 73%<br/>         Grade 5: 77%<br/>         Grade 6: 79%<br/>         Grade 7: 71%<br/>         Grade 8: 82%</p> <p>aMath at or above 50<sup>th</sup> percentile:<br/>         Grade 3: 67%<br/>         Grade 4: 64%<br/>         Grade 5: 68%<br/>         Grade 6: 74%<br/>         Grade 7: 68%<br/>         Grade 8: 74%</p> <p><i>See TABLE 3 for demographic breakdown</i></p> |
| <p align="center"><b>Measure:</b></p> <p>80% of all students in grades K-3 will annually gain one grade level in reading and writing skills as measured by both nationally recognized and internal benchmark assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-3 student body.</p> | <p align="center">NM</p> | <p align="center"><b>Evidence:</b></p> <p>Fastbridge aReading national growth percentile 25 or greater<br/>         GRADE 3: 76%<br/> <i>See TABLE 4 for demographic breakdown</i></p> <p>Met or exceeded grade-level end-of-year DIBELS core composite benchmark<br/>         GRADES K-3: 77%<br/> <i>See TABLE 5 for demographic breakdown</i></p> <p>Met or exceed grade-level proficiency target on internal writing assessments<br/>         GRADES K-3: 82%<br/> <i>See TABLE 6 for demographic breakdown</i></p>   |

|   |          |   |
|---|----------|---|
| <p><b>Measure:</b><br/>Annually, 80% of all students in grades 4-8 will demonstrate proficiency in writing on the HCCPS upper grades writing assessment.<br/>The 80% of students demonstrating proficiency will reflect the demographics of our 4-8 student body.</p>   | <p>M</p> | <p><b>Evidence:</b><br/>Met grade-level proficiency target on internal writing assessments<br/>GRADES 4-8: 93%<br/><i>See TABLE 7 for demographic breakdown</i></p>   |
| <p><b>Measure:</b><br/>Annually, 80% of all students in grades K-8 will demonstrate proficiency on end-of-unit math assessments. The 80% of students demonstrating proficiency will reflect the demographics of our K-8 student body.</p>   | <p>M</p> | <p><b>Evidence:</b><br/>Average scores on end-of-unit math assessments 70% or higher<br/>GRADES K-8: 93%<br/><i>See TABLE 8 for demographic breakdown</i></p>   |
| <p><b>Measure:</b><br/>100% of 8<sup>th</sup> Grade students will achieve a passing score on the Grade 8 culminating project rubric.</p>  | <p>M</p> | <p><b>Evidence:</b><br/>100% of 8th grade students achieved a passing score on culminating project rubrics.</p>   |
| <p><b>Objective: Members of the Board of Trustees and the school Directors will demonstrate responsive leadership with respect to the broader community of stakeholders (staff, students, families, and local community).</b></p>   |          |   |
| <p><b>Measure:</b><br/>Board of Trustees decisions will be made using a consensus model of decision making at least 90% of the time as indicated in Board minutes. Majority votes will only be taken if consensus cannot be reached in a timely manner.</p>   | <p>M</p> | <p><b>Evidence:</b><br/>All new Board members are trained on the consensus model of decision. Board minutes document the decision-making mechanism used for each Board decision. The 2023-2024 approved Board minutes are posted on the school's website.</p>   |
| <p><b>Measure:</b><br/>The Directors will work cooperatively to manage and guide the school. They will collaborate with the Board of Trustees through a Domain Council that meets bi-weekly throughout the school year. The Domain consists of the President and Vice President of the Board, as well as the Directors of the school.</p> | <p>M</p> | <p><b>Evidence:</b><br/>Domain Council schedule of meetings and minutes illustrates how the Directors worked cooperatively to share the responsibilities of operating the school. The Domain Council met regularly this school year. The 2023-2024 Domain Council minutes are included in Board packets that are available on the school website.</p> |

TABLE 1: Eighth Grade Research Project Topics, Spring 2024

|  |   |
|--|---|
| Feminism, Sexism and The Salem Witch Trials*                 | Bird navigation during migration                        |
| LGBTQIA Representation in Media                              | The Female Gaze   |
| How Support Dogs Benefit Us                                  | Evolution of Queer Representation                       |
| The Athletes' Mind and How It Differs From a Non-Athletes    | The Evolution of Formula One                            |
| The International Space Station                              | Mass Extinction Events                                  |
| Climate Change and How It Affects Agriculture                | The Evolution of Public Transportation in United States |
| The Technological Advances of Architecture in Ancient Greece | Self-Destructive Behaviors in Parrots                   |
| The Dangers of Online Scams                                  | Impacts of Dog Domestication                            |
| The Connecticut River  | How Social Media Affects Teens' Mental Health*          |
| Why Math Education Is Important                              | Rally Racing  |
| Gender Stereotypes in Literature                             | Different types of Jet Engines                          |
| How Advertising Affects Our Lives                            | Gender Inequality in STEM                               |
| The Motorsport of Drifting                                   | The Physics of Action Movies                            |
| Golf   | An Overview of Hockey                                   |



TABLE 2: Mini Course Offerings, 2023-2024

|  |   |
|--|---|
| A Lotta Hoopla: Hula Hoops! Grades K-8                 | Knitting, Grades 2-8                                      |
| All About Garlic, Grades 2-8                           | Latin Dance Exploration! Grades 4-8                       |
| Basket Making, Grades K-8                              | Lego City, Grades 2-8                                     |
| Beginning Sign Language, Grades 4-8                    | Magic the Gathering, Grades 2-8                           |
| Birds of a Feather, Grades K-8                         | Nature Art, Grades K-8                                    |
| Bridge Building: The Popsicle Stick Way! Grades 4-8    | Origami for all ages! Grades K-8                          |
| Card Games! Grades 2-8                                 | Podcast: Interviewing a Social Justice Leader, Grades K-8 |
| Check Mates, Grades 2-8                                | Puzzling Puzzles, Grades K-8                              |
| Choose Your Own Adventure Writing! Grades K-8          | School Wide Learning Centers, Grades K-8                  |
| Circuit Training - Sweat, Smile, Repeat! Grades 4-8    | School-wide Choice Time, Grades K-8                       |
| Collaborative Art Projects, Grades 2-8                 | Set Painting for the Musical! Grades 2-8                  |
| Crafty Creations, Grades K-5                           | Songwriting Explorations, Grades 4-8                      |
| Creating a Fall Zombie Installation Grades K-8         | Spanish Storytelling, Grades 2-8                          |
| Draw Paint Print Sculpt Horses, Grades K-5             | STEM Challenges, Grades 2-8                               |
| Fairies, Elves and Dwarfs Around the World, Grades K-8 | The Art of The Comic, Grades K-8                          |
| Fall Schoolyard Clean-up, Grades 2-8                   | The Magical World of Witchcraft and Wizardry, Grades K-5  |
| Fix It Thursday! School Repairs! Grades 6-8            | The Mini Mini Course, Grades 2-8                          |
| Fresh Pasta! Grades K-8                                | UPcycled Embroidered Wrist-cuffs, Grades 4-8              |
| Fun and Funky Friendship Bracelets, Grades 2-8         | Winter Outdoor Fun, Grades 2-8                            |
| Go take a hike! Grades K-8                             | Wolf Pack Hiking Club, Grades K-5                         |
| Handball Tournament, Grades 4-8                        | World of Dumplings, Grades 2-8                            |
| Juggling with Joe, Grades 2-8                          | Yarn and Fiber Crafts, Grades K-8                         |
| K/1 Prism Buddies, Grades K-1 and 7-8                  | Yoga and Mindfulness, Grades K-8                          |

TABLE 3: Students in Grades 3-8 at or above Fastbridge 50th National Percentile in Reading and Math, Spring 2024 (or most recent)

| READING (Grades 3-8) | District <b>Total</b> | District <b>% Met Target</b> |
|----------------------|-----------------------|------------------------------|
| All Students         | 155                   | 78%                          |
| Male                 | 84                    | 75%                          |
| Female               | 68                    | 81%                          |
| Non-binary           | 3                     | -                            |
| Special Education    | 41                    | 51%                          |
| General Education    | 114                   | 88%                          |
| BIPoC                | 35                    | 60%                          |
| White                | 120                   | 83%                          |
| MATH (Grades 3-8)    | District <b>Total</b> | District <b>% Met Target</b> |
| All Students         | 155                   | 68%                          |
| Male                 | 84                    | 70%                          |
| Female               | 68                    | 63%                          |
| Non-binary           | 3                     | -                            |
| Special Education    | 41                    | 34%                          |
| General Education    | 114                   | 80%                          |
| BIPoC                | 35                    | 60%                          |
| White                | 120                   | 70%                          |

TABLE 4: Grade 3 Students Showing Evidence of Reading Growth on Fastbridge aReading

| READING (Grade 3) | District <b>Total</b> | District <b>% Met Target</b> |
|-------------------|-----------------------|------------------------------|
| All Students      | 21                    | 76%                          |
| Male              | 11                    | 73%                          |
| Female            | 10                    | 80%                          |
| Non-binary        | 0                     | -                            |
| Special Education | 5                     | 80%                          |
| General Education | 16                    | 75%                          |
| BIPoC             | 6                     | 50%                          |
| White             | 15                    | 87%                          |

TABLE 5: Grades K-3 Students Showing Evidence of Reading Proficiency on DIBELS

| READING (Grades K-3) | District <b>Total</b> | District <b>% Met Target</b> |
|----------------------|-----------------------|------------------------------|
| All Students         | 83                    | 77%                          |
| Male                 | 44                    | 77%                          |
| Female               | 36                    | 75%                          |
| Non-binary           | 3                     | -                            |
| Special Education    | 18                    | 44%                          |
| General Education    | 65                    | 86%                          |
| BIPoC                | 13                    | 54%                          |
| White                | 70                    | 81%                          |

TABLE 6: Grades K-3 Students Showing Evidence of Grade-level Writing Proficiency

| WRITING (Grades K-3) | District <b>Total</b> | District <b>% Met Target</b> |
|----------------------|-----------------------|------------------------------|
| All Students         | 83                    | 82%                          |
| Male                 | 44                    | 73%                          |
| Female               | 36                    | 92%                          |
| Non-binary           | 3                     | -                            |
| Special Education    | 18                    | 39%                          |
| General Education    | 65                    | 94%                          |
| BIPoC                | 13                    | 69%                          |
| White                | 70                    | 84%                          |

TABLE 7: Grades 4-8 Students Showing Evidence of Grade-level Writing Proficiency

| WRITING (Grades 4-8) | District <b>Total</b> | District <b>% Met Target</b> |
|----------------------|-----------------------|------------------------------|
| All Students         | 134                   | 93%                          |
| Male                 | 73                    | 90%                          |
| Female               | 58                    | 95%                          |
| Non-binary           | 3                     | -                            |
| Special Education    | 36                    | 86%                          |
| General Education    | 98                    | 95%                          |
| BIPoC                | 29                    | 90%                          |
| White                | 105                   | 93%                          |

TABLE 8: Grades K-8 Students Showing Evidence of Proficiency in Math on End-of-Unit/Year Assessments

| MATH (Grades K-8) | District <b>Total</b> | District <b>% Met Target</b> |
|-------------------|-----------------------|------------------------------|
| All Students      | 217                   | 93%                          |
| Male              | 117                   | 91%                          |
| Female            | 94                    | 95%                          |
| Non-binary        | 6                     | 100%                         |
| Special Education | 54                    | 78%                          |
| General Education | 163                   | 98%                          |
| BIPOC             | 42                    | 83%                          |
| White             | 175                   | 95%                          |

Hilltown did not fully meet two accountability measures related to student achievement in reading and mathematics. Specifically, grades 4 and 7 did not meet the target of 75% of students scoring at or above the national 50th percentile on the Spring 2024 Fastbridge assessment, and all grades 3-8 did not meet the target in math. In addition, grades K-3 met the writing target, but not the reading target. There was consistent evidence that students in all grades who have Individualized Education Plans (IEPs) are achieving at lower levels in reading and math than students who are on 504 plans or do not have a plan. The same pattern was evident (although gaps were less significant) regarding lower levels of achievement in reading and math for BIPOC students compared to white students.

Hilltown has consistently provided a high level of student support through special education teachers and related service providers, classroom TAs, special education TAs (which increased by 2 FTEs in 2023-2024), after-school Homework Club for upper grades, and reading intervention for younger grades. Student social, emotional, and behavioral needs continued to be of high concern in 2023-2024, and a significant amount of staff support was dedicated to enabling students to be available to learn and participate in classroom activities with peers. The school added administrative capacity in spring 2024 by hiring a new, full-time student behavior support coordinator. The added capacity will support the director of teaching and learning to focus more fully on teacher supervision and curriculum and instructional support in 2024-2025 and beyond.

## Dissemination

| Measure  | 2023-2024 Performance<br>M (Met)<br>NM (Not Met) | Evidence  |
|--|--|---|
| <b>Objective: Hilltown will share best practices with the local educational communities.</b> |  |   |
| <b>Measure:</b><br>The school will host an Open House each year, during which teachers       | M  | <b>Evidence:</b><br>This school year, we hosted both an in-person information session (open |

|   |          |   |
|---|----------|---|
| <p>will highlight key design elements in practice.</p>  |          | <p>house) and an online (Zoom) information session before our admissions lottery. Hilltown staff, including Directors, Community and Family Engagement Coordinator and Teachers highlighted key design elements in practice.</p>  |
| <p><b>Measure:</b><br/>The school will partner with an area college or university to develop a model program for training teachers.</p>                             | <p>M</p> | <p><b>Evidence:</b><br/>Hilltown partnered with Smith College to reexamine a teacher intern program that had been collaboratively developed and implemented pre-pandemic. The model continued to represent promising practices. Implementing the model in 2023-2024 was not possible due to an ongoing and significant reduction in graduate-level students at Smith, which essentially eliminated the pipeline of interns. In addition, Hilltown’s current Teaching Assistant population has remained relatively consistent over the past few years, which reduced our ability to guarantee paid intern positions. We plan to keep the program in place, and to implement it where possible in collaboration with Smith College and other area teacher preparation programs.</p> |
| <p><b>Measure:</b><br/>The school will use its website to disseminate information on integration projects. One project per grade level band per year.</p>           | <p>M</p> | <p><b>Evidence:</b><br/>Each grade level band has an integrated project from 2023-2024 represented on the Hilltown website:<br/><a href="https://www.hilltowncharter.org/arts-integrated-projects/">https://www.hilltowncharter.org/arts-integrated-projects/</a></p>   |
| <p><b>Measure:</b><br/>Annual evening workshop featuring key design elements (e.g., building community in a K-8 school or arts-integrated curriculum projects).</p> | <p>M</p> | <p><b>Evidence:</b><br/>Hilltown held its annual Meeting of the Cooperative in person on May 22, 2024. The evening program was centered around whole-community participation in discussions of arts/academics integration and supporting a strong arts program. The event also featured a range of student vocal performances, and a gallery display of student artwork.</p>  |

## Appendix B: Recruitment and Retention Plan 2024-25

### Recruitment Plan 2024-25

#### 2023- 24 Implementation Summary:

There is continued strong interest in applying to Hilltown. For the 2023-2024 school year, we received a total of 258 applications for 41 openings. For the 2024-25 school year, so far, we have received 244 applications for 40 anticipated openings.

We continue to reach out to specific local institutions to reach target populations where our school fell below CI percentages. We hosted two successful in-person information sessions. One information session was held as an open house at the school and the other was held virtually via Zoom. We advertised widely to our specific populations for both events. We distributed flyers about the events to local agencies that support immigrant and low income/economically disadvantaged families. We advertised on social media and in the local newspaper.

A continued challenge in recruitment is that we offer preference to siblings of enrolled students in our admissions lottery. While this does address the intended goal of keeping families together, it also limits the number of spaces available to new families each year.

In 2023-2024, we had 71 applicants for 20 spots available in Kindergarten (our biggest entry point) with 5 Kindergarten spots filled by siblings, and 53 sixth grade applicants for 13 spots with 2 spots filled by siblings. For the 2024-2025 school year, we anticipate that 5 of our 40 new students will be siblings of students already enrolled. So far we have 64 applicants for 20 spots available in Kindergarten with 4 Kindergarten spots likely to be filled by siblings, and 38 sixth grade applicants for 12 spots with 0 spots likely to be filled by siblings.

We continue to look to close the gap on English learners and low income families. We are still in the process of collecting enrollment materials for our incoming students, but the information we have collected so far does not indicate that we will be narrowing the gaps for English learners (ELs). We also do not collect any information about our newly enrolling students' income status before the school year begins.

A review of admissions trends shows that we have consistently received fewer applications for grades 7 and 8 than for grades K-6, and those numbers have declined a bit further in recent years. Furthermore, applicants for grades 7 and 8 have been more likely to decline if offered a spot. There have been several years, going back as far as 2017-18, where we have not been able to fill all the openings available in seventh and eighth grade. The table below shows application numbers over the past five years.

|                         | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-------------------------|---------|---------|---------|---------|---------|---------|---------|
| Grade 7 Applications    | 35      | 36      | 24      | 29      | 27      | 25      | 27      |
| Grade 7 Spots Available | 4       | 7       | 2       | 6       | 2       | 8       | 5       |
| Grade 7 Spots Filled    | 2       | 6       | 2       | 5       | 2       | 5       | 3       |
| Grade 8 Applications    | 10      | 5       | 4       | 6       | 6       | 9       | 6       |
| Grade 8 Spots Available | 4       | 6       | 3       | 3       | 2       | 3       | 4       |
| Grade 8 Spots Filled    | 2       | 2       | 2       | 2       | 1       | 1       | 2       |

For the 2024-25 year, we have begun specific outreach and recruitment through social media and the local online newspaper for grades 7th and 8th. We have a supplementary lottery scheduled for July 31, 2024. We will continue to discuss specific recruitment efforts for grades 7 and 8.

In addition, we welcome further discussion with the Department of Education regarding outreach to students in the specific subgroups listed above.

### **General Recruitment Activities for 2024-25:**

#### **Activity 1: Annual Community Outreach Event**

Before activities 2-4 (below) and before the application deadline for our lottery, we will distribute flyers to local community organizations, preschools, and businesses who serve families in our priority counties (Hampshire and Franklin). The postcards will be printed in accessible language, in English and Spanish, and will include invitations to our Zoom information session and in-person open house. They will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students.

#### **Activity 2: Pre-School Outreach**

Before the application deadline, we will invite local pre-school providers to tour our school. We will also visit local preschool providers to host information sessions with their currently enrolled families.

#### **Activity 3: Information Session**

We will hold a Zoom information session prior to the application deadline and post the invitation for the information session on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including special education students/students with disabilities, limited English-proficient students/English learners, and low income/economically disadvantaged students. We will also have a Spanish translator available at the session.

#### **Activity 4: Open House**

We will host an evening open house where families and preschool providers will have the opportunity to tour the school and speak directly with school administrators and teachers. We will advertise the Open House through flyers at local community organizations, preschools, and media. We will also post the invitation on our school website and social media accounts. All promotional materials will explicitly state that the school serves all students, including those with IEPs and 504s and will be printed in English and Spanish. We will also have a Spanish translator available at the open house.

Finally, we will continue to include a welcoming statement for LEP students on our website, have our admissions materials translated into Spanish, and have a "Google Translate" link on our website. We have made a long-term commitment to increase applications and enrollment from all subgroups, although we recognize that there are a limited number of spots and many of them will go to siblings.



**Recruitment Plan – 2024-2025 Strategies  
(Strategies for recruitment activities for each demographic group)**

**Special education students/students with disabilities**

|   |  |
|---|--|
| <p><b>(a) CHART data</b></p> <p>School percentage: 22.5%</p> <p>CI percentage: 15.8%</p> <p>Hilltown is <u>above</u> CI percentages</p> | <p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Ensure that flyers are available at the REACH project and the area early intervention program</li> <li>• Outreach to Whole Children, a non-profit organization providing after school services for children with special needs</li> <li>• Our SEPAC (Special Education Parent Advisory Council) is present and available at our Open House for prospective parents</li> <li>• SEPAC hosted monthly meetings and speakers with an open invitation to SEPACs from area districts</li> </ul> |
|   | <p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p align="center">None needed at this time.</p>   |

**Limited English-proficient students/English learners**

|  |  |
|--|--|
| <p><b>(a) CHART data</b></p> <p>School percentage: 0%</p> <p>CI percentage: 1.6%</p> | <p align="center"><b>(b) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• Distribute flyers at Franklin-Hampshire Community Action Program</li> <li>• All ads will include a statement welcoming LEP applicants</li> <li>• Our website will include a statement welcoming LEP applicants</li> <li>• Bi-lingual (Spanish) translator and tour guide will be present at our Open House</li> <li>• “Google Translate” link will be available on our website</li> <li>• Reach out to the local refugee organizations (Welcome Home Refugee Resettlement Program), including the distribution of flyers</li> <li>• Distribute flyers and/or place advertisements in bulletins at religious organizations and groups that provide services in languages other than English</li> </ul> |
|--|--|

Hilltown is below CI percentages

**Recruitment Plan – 2024-2025 Strategies  
(Strategies for recruitment activities for each demographic group)**

|  |  |
|--|--|
|  | <p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> <li>● Explore alternative locations/agencies to distribute flyers, since housing projects do not allow any form of solicitation</li> <li>● Find and reach out to local pre-schools known to have greater populations of limited English proficient families</li> <li>● Bi-lingual (Spanish) translator and tour guide will be present at our Information Sessions on-line as well as in-person</li> </ul> <p>We expect it will take three years of using these strategies to fully evaluate the effectiveness.</p> <p>As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees have prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023. The work of this plan will begin in the 2024-2025 school year.</p> |
|--|--|

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

|  |   |
|--|---|
| <p><b>(a) CHART data</b></p> <p>School percentage:<br/>17.9%</p> | <p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● Outreach at local WIC and SNAP sites, Goodwill and Salvation Army stores</li> <li>● Make flyers and applications available at Easthampton Community Food Pantry, Northampton Survival Center, Edwards Church Food Pantry, and Headstart programs</li> <li>● Work with Administrators at the two major pre-school programs in our immediate area (Community Action in Northampton and Head Start in Easthampton) to share information about Hilltown and how families can apply</li> <li>● Hold two information sessions at these agencies. Have teachers and parents available to speak with prospective parents</li> <li>● Specifically state in our promotional materials that our program serves all students, including students of all socio-economic backgrounds</li> <li>● Distribute promotional materials at local bus stops, libraries, laundromats</li> <li>● Outreach to more local preschools with promotional materials, invitations to information session and open house, and offer on-site informational sessions at their schools</li> </ul> |
|--|---|

CI percentage: 31.2%

Hilltown is below CI percentages

**Recruitment Plan – 2024-2025 Strategies  
(Strategies for recruitment activities for each demographic group)**

|   |  |
|---|--|
|   | <p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p>Did not meet CI: additional and/or enhanced strategies needed</p> <ul style="list-style-type: none"> <li>● Increase Community and Family Engagement Coordinator’s role with admissions <ul style="list-style-type: none"> <li>○ Increased visits to area preschools</li> <li>○ Offering individual tours to prospective families separate from Open House</li> <li>○ Increased outreach from Community and Family Engagement Coordinator to local agencies who support low-income families</li> </ul> </li> </ul> <p>We expect it will take three years of using these strategies to fully evaluate the effectiveness.</p> <p>As described in the general recruitment activities section above, the Long Range Plan Committee and the Board of Trustees has prioritized recruitment for this sub-group in the Long Range Plan approved in April 2023. The work of this plan will begin in the 2024-2025 school year.</p> |
| <p><u>Students who are sub-proficient</u></p> | <p align="center"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>● Use our Teacher/TA model to effectively provide targeted tier one and tier two supports within our general curriculum classrooms</li> <li>● Provide additional small group and individual support, through our Student Support Teams (SST) for students who enter behind grade-level and-or struggle to make academic progress</li> <li>● Also through our SST, develop “Response to Support” (RTS) plans to ensure that students who are struggling in our program are given the support they need to succeed</li> </ul>   |

| <b>Recruitment Plan – 2024-2025 Strategies<br/>(Strategies for recruitment activities for each demographic group)</b> |  |
|---|--|
| <u>Students at risk of dropping out of school</u>   | <p><b>(e) Continued 2023-24 Strategies</b></p> <p>In our recruitment materials and activities...</p> <ul style="list-style-type: none"> <li>● We will explicitly state that our school is open to all students regardless of prior academic performance</li> <li>● We will also emphasize the following: <ul style="list-style-type: none"> <li>○ Hands-on, project based learning</li> <li>○ After school activities</li> <li>○ Significant family engagement opportunities</li> <li>○ Community service learning</li> <li>○ Individualized instruction</li> <li>○ Safe learning environment</li> </ul> </li> </ul> |

**Retention Plan 2024-25**

|   |
|---|
| <p>List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.</p>  |
| <p>2024-25 Implementation Summary:</p> <p>Our retention strategies have proven to be successful in achieving our school-wide retention goal. We continue to have small class sizes with low adult: child ratios; frequent parent conferences; active learning strategies; early identification of struggling learners; and early literacy development through the Reading Specialist.</p> <p>We continue to offer a daily non-academic after-school program. Family engagement opportunities have resumed full implementation since the pandemic.</p> <p>In addition, we continue to keep small class sizes, homework support for students with disabilities, teaching assistants in all classrooms, and extra support in younger grades from the Adjustment Counselor, Occupational Therapist and the Speech and Language Therapist. In 2023-24, we implemented a Student Behavior Support Coordinator position for all grades.</p> <p>Fortunately, our school-wide student attrition level has consistently been quite low.</p> |

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

Retention Plan – 2024-25 Strategies  
List strategies for retention activities for each demographic group.

**Special education students/students with disabilities**

|   |  |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 7.7%<br/>Third Quartile: 12.0%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2023-24 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Small class size with low adult to child ratio</li> <li>● 4x/week after school homework club</li> <li>● Daily non-academic after-school program</li> <li>● Frequent parent conferences</li> </ul> |
|   | <p>(c) 2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <li>● Increase SEPAC meetings throughout the school year</li> <li>● Increase workshops that are for parents of students with disabilities</li> </ul>   |

**Limited English-proficient students/English learners**

|  |   |
|--|---|
| <p>(a) CHART data</p> <p>School percentage: 0%<br/>Third Quartile: N/A</p> | <p>(b) Continued 2023-24 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>● 3x/week after school homework club</li> <li>● Daily non-academic after- school program</li> </ul> |
|  | <p>(c) 2024-25 Additional Strategy(ies), if needed</p> <p>No ELs were enrolled during the 2023-24 school year. No retention strategies needed.</p>  |

**Students eligible for free or reduced lunch (low-income)**

|   |  |
|---|--|
| <p>(a) CHART data</p> <p>School percentage: 5.6%<br/>Third Quartile: 13.7%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p> | <p>(b) Continued 2023-24 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>● Ensure that we have no income-based barriers to services</li> <li>● Ensure that application for free/reduced lunch is easily and confidentially accessible</li> <li>● Provide financial assistance for non academic after school programs</li> <li>● Continued partnership with River Valley Counseling to ensure access to counseling for all students</li> </ul> <p>(c) 2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <li>● Look into offering bussing for students who live in towns other than Easthampton (this will take 2-3 school years and is part of the school's Long Range Plan)</li> <li>● Partner with local social service agencies to offer free programming that would benefit low-income families</li> </ul> |
| <p>Students who are sub-proficient</p>  | <p>(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> <li>● Small class size with low adult to child ratio</li> <li>● 4x/week after school homework club</li> <li>● Daily non-academic after-school program</li> <li>● Frequent parent conferences</li> </ul> <p>2024-25 Additional Strategy(ies), if needed<br/>None needed</p>  |
| <p>Students at risk of dropping out of school</p>   | <p>(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> <li>● Family engagement</li> <li>● Active learning strategies (hands on project based learning)</li> <li>● Arts integration</li> <li>● Early identification of struggling learners</li> <li>● Early literacy screening and development via Reading Specialist</li> <li>● Extra support in younger grades from OT, BCBA, and Speech Therapist</li> </ul> <p>2024-25 Additional Strategy(ies), if needed<br/>None needed</p>  |

## Appendix C: School Data Tables

### Administrative Roster and Staff Attrition Data

| Administrative Roster During the 2023-24 School Year |                                   |                            |  |
|--|-----------------------------------|----------------------------|--|
| Name   | Title                             | Start date in current role | End date (if no longer employed at the school) |
| Kate Saccento  | Director of Administration        | July 2020                  | July 2024                                      |
| Laura Davis  | Director of Teaching and Learning | August 2022                | June 2024                                      |

| Teacher and Staff Attrition for the 2023-24 School Year |   |   |   |   |
|---|---|---|---|---|
|   | Number employed as of the last day of the 2023-24 school year | Number of departures during the 2023-24 school year | Number of departures following the end of the 2023-24 school year through July 31st | Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.) |
| Teachers  | 24  | 1   | 1   | Employees chose to end employment   |
| Other Staff   | 28  | 4   | 3   | Employees chose to end employment, terminated   |

## Information About The Board of Trustees

| Board Membership During the 2023-24 School Year |                          |                                 |                                     |  |   |
|---|--------------------------|---------------------------------|-------------------------------------|--|---|
| Name  | Position on the board    | Committee affiliation(s)        | Number of terms served on the board | Length of each term (start and end date in MM/YY format) | Final year of service possible based on term limits in bylaws |
| Matt Dube                                       | President, Parent        | Domain Council, Personnel       | 2                                   | 09/18-6/21<br>07/21-06/24                                | 2024  |
| Kathleen Hulton                                 | Co-Vice Pres., Parent    | Long Range Plan, Domain Council | 2                                   | 07/21-06/24<br>07/24-06/27                               | 2027  |
| Lily Newman                                     | Co-Vice Pres. Parent     | Long Range Plan, Domain Council | 1                                   | 07/23-06/26  | 2029  |
| Ben Carlis                                      | Co- Vice Pres., Parent   | Facilities                      | 1                                   | 07/23-06/26  | 2029  |
| Tala Elia                                       | Trustee, Parent          | Personnel                       | 2                                   | 07/20-06/23<br>07/23-06/26                               | 2026  |
| Kathleen Szegda                                 | Trustee, Parent          | JEDI                            | 2                                   | 07/20-6/23<br>07/23-06/26                                | 2026  |
| Emily Boddy                                     | Clerk, Parent            | GABS                            | 2                                   | 07/21-06/24<br>07/24-06/27                               | 2027  |
| Kate Ewall                                      | Trustee, Parent          | Facilities                      | 1                                   | 07/21-06/24<br><i>resigned 06/24</i>                     | 2027  |
| Andrew Coate                                    | Trustee, Parent          | Personnel                       | 0                                   | 07/22-06/25<br><i>resigned 05/24</i>                     | 2028  |
| Kelly Vogel                                     | Trustee, Parent          | GABS                            | 0                                   | 07/23-06/26  | 2029  |
| Stacy Giufre                                    | Trustee, Parent          | GABS, Personnel                 | 0                                   | 7/26-6/25<br><i>resigned 6/25</i>                        | 2029  |
| Lisa Hamilton                                   | Trustee, Parent          |                                 | 0                                   | 07/23-02/24<br><i>resigned 2/24</i>                      | 2029  |
| Gina Wyman                                      | NonVoting Trustee, Staff |                                 | 0                                   | 10/22-01/24<br><i>resigned 1/24</i>                      | 2025  |
| Rebecca Belcher-Timme                           | NonVoting Trustee, Staff |                                 | 0                                   | 04/24-06/24<br><i>resigned 07/24</i>                     | 2027  |
| Grace Mrowicki                                  | NonVoting Trustee, Staff | Finance                         | 0                                   | 12/23-06/25  | 2026  |

Hilltown Board of Trustees and Committee Meeting notes can be found here:  
[Board of Trustee and Committee Meeting Notices](#)



## Appendix D: Additional Required Information

### Facilities

| Address                                       | Dates of Occupancy                  |
|---|-------------------------------------|
| 1 Industrial Parkway<br>Easthampton, MA 01027 | August 2014- current<br>(no change) |

### Enrollment

| Action                       | 2024-25 School Year Date(s) |
|------------------------------|-----------------------------|
| Student Application Deadline | February 26, 2025           |
| Lottery                      | February 27, 2025           |

## Appendix E: Conditions, Complaints, and Attachments

### Complaints

#### Board of Trustees Contact Information

The Hilltown Board of Trustees did not receive any complaints during 2023-24, pursuant to the state's charter school regulations, 603 CMR 1.09.