

# **BARNSTABLE HORACE MANN CHARTER SCHOOL**

**2001-2002**

**ANNUAL REPORT**



**BARNSTABLE HORACE MANN CHARTER SCHOOL  
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## **EXECUTIVE SUMMARY**

The Barnstable Horace Mann Charter School, formerly the Barnstable Grade Five School, was converted to a Horace Mann Charter School in 1999 with the vision of “Achieving Excellence for All Students.” We emphasize excellence for our students, teachers, and trustees along with good citizenship and public accountability. We seek to graduate responsible, resourceful, and respectful young adults who will be prepared to meet the challenges of the 21<sup>st</sup> Century.

The school is a one-year charter school educating all fifth grade students in the Town of Barnstable. Although we are a charter school, we are an integral part of a K – 12 system within the Barnstable Public School System. As an autonomous school, we work with the district, whenever possible, to provide continuity for students and parents. When our students graduate they will go to one of the two public middle schools. We are working, as part of our plan, to coordinate our efforts in both the elementary and middle schools so as to maximize learning for all students.

During 2001-2002 503 students were enrolled. Our students come to us from seven elementary public schools in seven villages within the town: 13% are non-white; 19% are special education students; and 21% are on free or reduced lunch.

Barnstable Horace Mann students are engaged in a rigorous academic program that includes core subjects along with enrichment classes in foreign language, art, music, band, orchestra, physical education, and health. Also, we offer Title I reading and math, remedial reading, and Gateway for our high achieving students. Our students also participate in a D.A.R.E. program in partnership with the Barnstable Police Department.

The school continues to contract with the Modern Red Schoolhouse Institute to provide training for the implementation of a standards based whole school design. We completed our fourth year of training and the teachers have completed 19 units of instruction including posttests for each unit. This will allow us to track how students are mastering the Massachusetts standards. Our task forces, consisting of teachers and administrators are meeting regularly and the Leadership Team meets to coordinate the work of the task forces. Once fully implemented, our curriculum will be linked to a curriculum management database, which will allow parents to access their child’s academic progress over the Internet.

The Barnstable Horace Mann Charter School has also developed a partnership with more than 50 local businesses through our non-profit tax-exempt corporation, “Main Street Learning, Inc.” Main Street Learning was the subject of a segment on the NBC Today Show in 1997. Through this collaboration, along with our Board of Trustees, the business community is an integral part of our school.

## What's In a Name?

Our school is named after our Town of Barnstable and **HORACE MANN**, the Father of American Public Education. He was born in Franklin, Massachusetts in 1796, and twenty years after the Declaration of Independence was signed. His family was very poor, and Horace could not attend private school, so he taught himself to read and write by going to the town library. Sometimes, a traveling schoolteacher would help him. Horace studied very hard, and went to college and then to law school. After he graduated, he became a lawyer and worked in the Boston area.

Horace Mann had many accomplishments. He was elected to our state's House of Representatives and Senate. While there, he spoke up for mentally ill people and urged the state to open up a hospital for them. In addition, he started our state's first Board of Education, where he said that there would be free public schools for all children. At that time, only wealthy children went to school, and Horace sponsored a compulsory education law that said all children had to go to school and could not stay home and work. He thought that our new democratic country could not stay free and ignorant. Horace Mann thought that teachers should be well trained, and so he supported starting a state "normal school". At that time, only men were teachers, but Horace argued that women should also be able to teach. After working on the board for 10 years, he was elected to the U. S. Congress, where he took John Quincy Adams's place. There he opposed slavery, and said that all people should have equality. Later, he became president of a college in Ohio. Two months before he died in 1859, Horace Mann said to his students, "Be ashamed to die until you have won some victory for humanity."

The Barnstable Horace Mann Charter School received its charter in February 1998 and began as a charter school in July 1999. Prior to becoming a Horace Mann Charter School, it was a fifth grade school created in 1994 by the Barnstable Public School system. The school is a one-year school serving all fifth graders in the Town of Barnstable. This past year, enrollment was 502 students. As a one-year school, we face the challenge of having our students for only 180 days before they transition to one of the two public middle schools in Barnstable. To meet this unique challenge, we have adopted the following mission statement:

## **Mission Statement**

### **Achieve Excellence for All Students!**

“Our mission is to inspire all students, faculty, parents, and community members to achieve excellence by creating a school environment that provides high quality education. We utilize rigorous standards, assessments, innovative and creative instruction, and engage parents and the community to prepare students for lifelong learning.”

## **Our Philosophy**

The Barnstable Horace Mann Charter School provides creative and rigorous educational programs using high quality curricula, innovative instruction, thorough assessment, advanced technology, and active parent and community involvement. Our school develops a working partnership with students, teachers, parents, and the community. The school is committed to excellence, high academic standards, and the development of moral character and civic responsibility.

We will achieve this by:

- Academically preparing students to meet rigorous standards using the Modern Red Schoolhouse Institute’s standards driven design;
- Assessing student progress using a variety of internal and external assessments including the Stanford 9 Achievement Pre- and Post-test;
- Helping students to achieve high standards of social and civic responsibility;
- Involving parents/guardians in their child’s educational program;
- Engaging the community in lifelong learning and in the success of the school;
- Using technology to enhance instruction, manage curriculum, assessment, and communication both internally and externally.

## **Vision: A School with Tomorrow Inside**

The vision of our school is that of an educational environment for a community of lifelong learners. Our school is designed to educate all people so that they may reach their full potential, and to be able to master the skills, knowledge, and understandings conducive to success in the 21<sup>st</sup> century. Our school operates as an educational, social, and human resource center for the entire community. Our school teaches the technological, social, and higher order thinking skills that will enable students to be productive individuals.

Our environment, with high expectations for all, translates into a place where people learn to work together as critical thinkers and problem solvers, where differences are respected, and where the community is enriched.

## **SCHOOL PERFORMANCE IN RELATION TO ACCOUNTABILITY PLAN**

Our Accountability Plan (Attachment A), submitted in September 2000, commits us to achieving specific goals in the following three areas:

1. The School's Academic Success including student performance and professional development.
2. The Viability of the Organization, including fiscal management, board of trustee's development, the involvement of staff members in planning and decision-making.
3. Monitoring our School's faithfulness to our Charter.

Each area was developed using measurable performance standards and methods of measurement. As we developed our set of criteria for achievement we had to consider the fact that our entire student body turns over annually and therefore we only have 180 days to impact their achievement levels before they leave for middle school. We wanted to set high goals but not so high as to be unable to achieve them in one year's time.

In spite of the unusual set of circumstances inherent with a one-year school, we still believe that it is important to aspire to higher standards knowing that we may have to make adjustments as we move forward. As a one-year school, our longitudinal studies are complicated by the fact that we are comparing different sets of students each year.

The process of change is a slow and challenging one. It is important to note that the task of reorganizing a school, using a comprehensive whole school design model, is a multi-year process. Our data indicates that we are making excellent progress and our goal is to achieve full implementation by the end of the school year 2003.

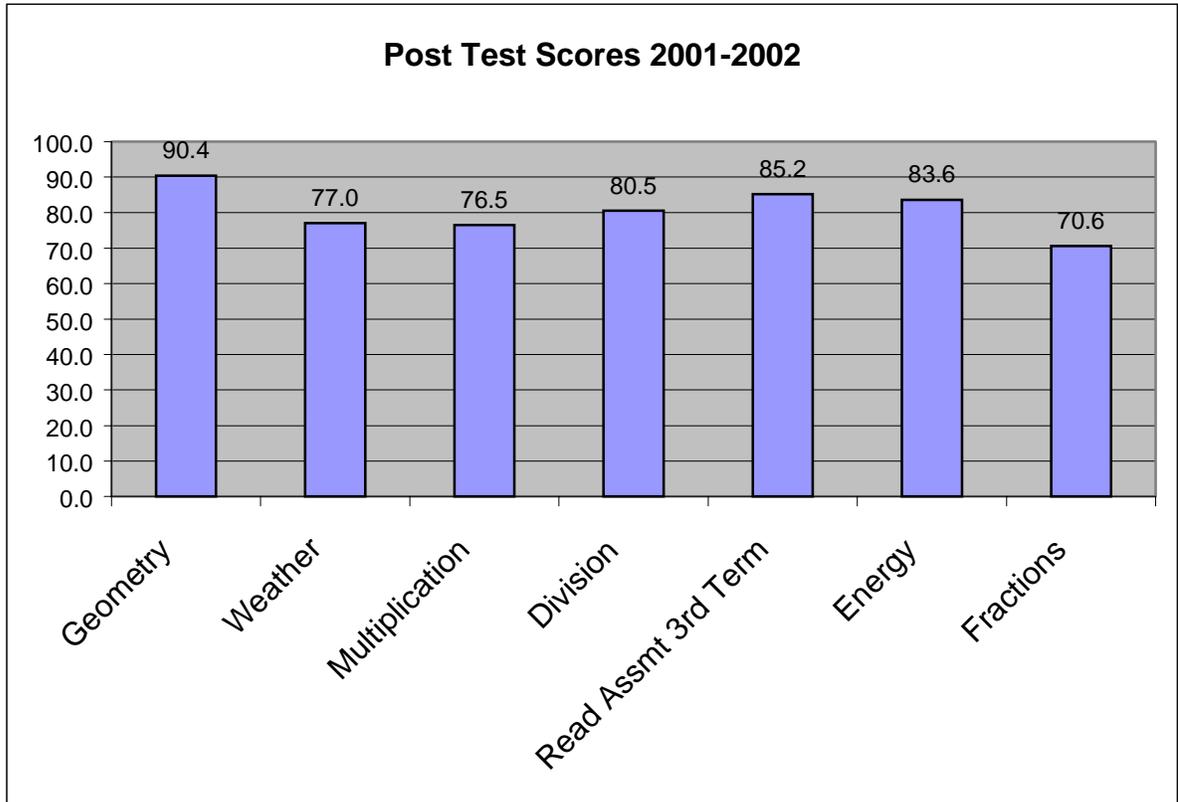
### **Summary of Performance Relative to Student and School Performance Objectives**

#### **GOAL: Students will Attain High Academic Achievement**

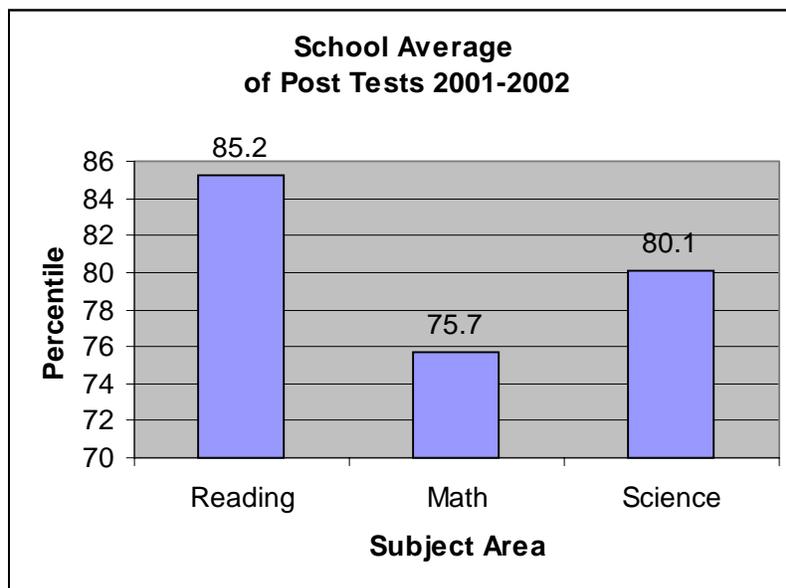
We offer a rigorous academic program that is standards driven and documents continuous progress. School performance is maximized by making certain all elements of the school are working in unison and focused on a common objective around improved students learning. In order to maximize school performance, it is necessary to devote time, money, and effort in the area of staff development focused on creating state of the art curriculum and instruction. It is the job of the governing board to foster the change efforts, and our financial plan is focused to make certain this is attainable. When all these elements are in place, substantive change will be fostered, and school and student performance will continue to improve.

Our students have demonstrated academic achievement through their performance on classroom assessments using posttests for each unit. These posttests measure a students mastery of the Massachusetts Standards addressed and assessed in each unit of study. This year we developed posttests in reading, math, and science, and they were

administered beginning in January 2002. The results of these tests are included in the students Report Cards as well as on our external assessment tool, the Stanford 9 Achievement Test.



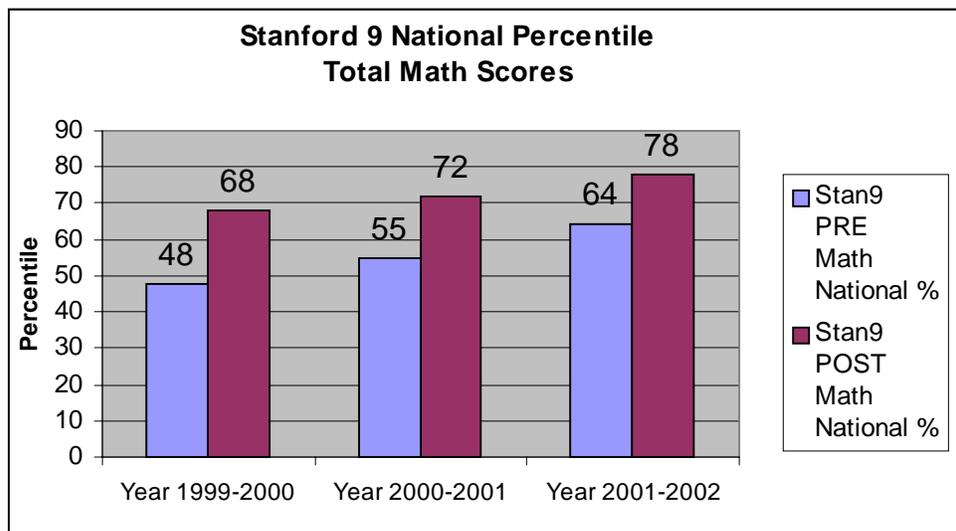
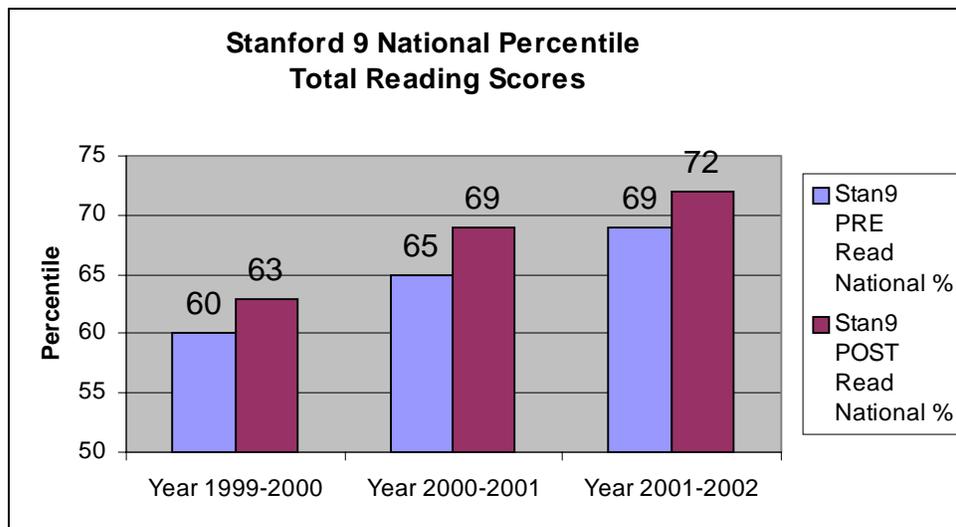
Summary of Post-Tests by Content Area



## Stanford 9 Results Including Longitudinal Comparisons

**Table 3. Percentile scores in both reading and math showing percentage of change between 1999-2000 and 2000-2001.**

| Percentage Change Over Three Years Using National Student Percentile |                                    |                                     |          |                                    |                                     |          |
|--|------------------------------------|-------------------------------------|----------|------------------------------------|-------------------------------------|----------|
| Student Data   | Stan9<br>PRE<br>Read<br>National % | Stan9<br>POST<br>Read<br>National % | % change | Stan9<br>PRE<br>Math<br>National % | Stan9<br>POST<br>Math<br>National % | % change |
| Year 2001-2002   | 69                                 | 72                                  | 3%       | 64                                 | 78                                  | 14%      |
| Year 2000-2001   | 65                                 | 69                                  | 4%       | 55                                 | 72                                  | 17%      |
| Year 1999-2000   | 60                                 | 63                                  | 3%       | 48                                 | 68                                  | 20%      |



**Table 4. Percentage of change among those students who received special services for 2001-2002.**

| Percentage of Change by Special Services Using National Student Percentile - 01-02 |                                    |                                     |          |                                    |                                     |          |
|--|------------------------------------|-------------------------------------|----------|------------------------------------|-------------------------------------|----------|
| Student Data   | Stan9<br>PRE<br>Read<br>National % | Stan9<br>POST<br>Read<br>National % | % change | Stan9<br>PRE<br>Math<br>National % | Stan9<br>POST<br>Math<br>National % | % change |
| Title One Math   | 52                                 | 52                                  | 0%       | 33                                 | 46                                  | 13%      |
| Title One Reading  | 36                                 | 45                                  | 9%       | 46                                 | 48                                  | 2%       |
| Remedial Reading   | 19                                 | 27                                  | 8%       | 34                                 | 39                                  | 5%       |
| Gateway  | 83                                 | 87                                  | 4%       | 84                                 | 94                                  | 10%      |
| SPED   | 35                                 | 39                                  | 4%       | 36                                 | 47                                  | 11%      |

The above table indicates the percentage of change in reading and math of students who received special services. For instance, table 4 indicates that Title One Math students demonstrated 13% growth. Title I Reading students demonstrated 9% growth reading. The scores show that the school is having a very positive impact on those students who are receiving those additional services. Students in our Gateway program (High Achieving Students) made 4% growth in Reading and 10% growth in math.

Overall, the percentage of change for all students shown in **Table 3** indicates that we had similar growth in both reading and math scores over the last three years. Our math scores continue to indicate substantial growth between the pre- and post-test over the three-year period. While we demonstrate growth in reading, the scores indicate that we do not fare nearly as well. We have created a Reading Task Force that will begin to examine ways that we can implement research based reading strategies for all students. We also will be installing a reading lab to help students during and after school. While some of the differences in scores might also be attributed to the fact that students entering our school are scoring higher in reading on the pre-test and therefore, the percentage of change will not be as great as that in math. However, the percentage of change in math is so high that we would like to see similar growth in reading. Now that we have longitudinal data, reading is clearly an area that we need to focus on for the coming years. We would like to see a high percentage of growth, in both areas from pre- to post-test.

Our Curriculum, and Standards and Assessment Task Forces will use these data to focus on ways to improve for next year. The results of the Stanford 9 tests are provided to both the elementary and the middle schools in the Barnstable Public School system for their analysis and use. It is our goal to also work with those schools to collectively analyze the Stanford 9 scores. As a one-year school this is critical in effecting, not only our growth, but also growth district-wide.

It is our belief that with the implementation of the Modern Red Schoolhouse standards driven design, that we can and will **“Achieve Excellence”** for all our students once fully implemented.



## Educational Philosophy

As previously stated, our school has adopted the comprehensive whole school design model created by the Modern Red Schoolhouse Institute. This whole school standards based design provides us with a framework that allows us to achieve consistency in what students are being taught and how they are being assessed school-wide. The staff is in the 4<sup>th</sup> year of writing and revising units using an interdisciplinary thematic approach to meet the Massachusetts Standards.

## Curriculum Units Grouped by Themes

| EXPLORE OUR SURROUNDINGS<br>Theme One                    | WEATHERING A NEW LAND<br>Theme Two | REVOLUTIONARY IDEAS<br>Theme Three | EXPAND YOUR HORIZONS<br>Theme Four       |
|--|------------------------------------|------------------------------------|--|
| Pre-Columbian Civilizations                              | European Settlement                | The American Revolution            | A New Nation                             |
| The Earth in Our Solar System                            | The 13 Colonies                    | Matter & Forms of Energy           | Our Nation Grows: Expansion and Conflict |
| Weather  | Matter & Forms of Energy           | Decimals & Percent                 | Ecology                                  |
| Data, Probability and Statistics                         | Weather                            |                                    | Geometry and Measurement                 |
| Number Sense & the Operation of Addition and Subtraction | Data, Probability & Statistics     |                                    |  |
| Multiplication   | Division                           |                                    |  |
|  | Fractions & Ratios                 |                                    |  |

This thematic approach provides teachers with the opportunity to collaborate and design curriculum as a team. Since all staff is teaching the same unit at approximately the same time, they will have greater opportunity to share ideas and resources. The thematic approach allows students throughout the school to share their learning experiences with other students in other classrooms.

Below is a breakdown summary of the **Massachusetts Standards** for fifth grade.

### ENGLISH LANGUAGE ARTS

#### Language Strand

- ▶ Discussion/listening rules, questions, interviews, and oral presentations
- ▶ English Structure: 8 parts of speech, verb tenses, simple/compound sentences, and mechanics
- ▶ Word study: vocabulary, Greek and Latin roots, prefixes, suffixes, homophones, context clues, dictionary and thesaurus skills

#### Reading and Literature Strand

- ▶ Reading strategies for imaginative/ literary and informal/expository text: techniques, and graphic organizers
- ▶ Genres: identify, analyze, and apply knowledge of characteristics of:
  - Fiction** (plot, character, setting, conflict) in myth, traditional narrative, classical literature, historical fiction, and realistic fiction...
  - Nonfiction** (textual, graphic, and structure) in content subjects, biography...
  - Poetry** (theme, structure, elements) of framework poets and own poems

**Drama** (theme, structure, elements) of plays and performance skills

### **Composition Strand**

- ▶ Writing Process (focus, draft, revise, edit, publish) for fiction and nonfiction: coherent paragraphs, summaries, and a research paper
- ▶ Standard English Conventions: mechanics (punctuation), structure (complete sentences), and spelling (homophones)
- ▶ Rubrics (scoring tables) to improve writing

### **Media Strand**

- ▶ Software, websites, and reference material
- ▶ Media production

## **MATHEMATICS**

### **Number Sense and Operation Strand**

- ▶ Place value of whole numbers to billions
- ▶ Place value of decimals to thousandths
- ▶ Prime and composite numbers, prime factorization greatest common factor, least common multiple
- ▶ Divisibility rules
- ▶ Fractions, decimals, and percents
- ▶ Problem solving and computation using addition, subtraction, multiplication, and division
- ▶ Estimation, the reasonableness of estimates

### **Patterns, Relations, and Algebra Strand**

- ▶ Patterns and progressions
- ▶ Variables
- ▶ Linear Equations
- ▶ Mathematical relationships using models, tables, graphs, and symbols

### **Geometry Strand**

- ▶ Polygons, angles, points, lines, and planes
- ▶ Symmetry and congruence
- ▶ Translations, rotations, and reflections
- ▶ Three-dimensional shapes, edges, and faces

### **Measurement Strand**

- ▶ Perimeter and area
- ▶ Measurement of angles, triangles, and quadrilaterals
- ▶ Measurement of circles, radius, diameter, and circumference
- ▶ Volume and surface areas of rectangular prisms
- ▶ Same system unit conversions (customary or metric)

### **Data Analysis, Statistics, and Probability Strand**

- ▶ Concepts of median, mean, mode, and range
- ▶ Stem-and-leaf plots, line plots, and graphs, lists, and tables
- ▶ Probability of outcomes
- ▶ Ratio

## **HISTORY AND SOCIAL SCIENCE**

### **History Strand**

- ▶ Chronology and cause
- ▶ Historical understanding
- ▶ Research, evidence, point-of-view, society, and diversity
- ▶ Interdisciplinary Learning: literature, science, mathematics, and technology

### **Geography Strand**

- ▶ Physical spaces of the earth
- ▶ Places, regions of the world
- ▶ Effects of geography
- ▶ Human alteration of environments

### **Economics Strand**

- ▶ Basic economic concepts and reasoning
- ▶ History

### **Civics and Government Strand**

- ▶ Authority, responsibility, and power
- ▶ The Founding Documents
- ▶ Principles and Practices of American Government
- ▶ Forms of Government
- ▶ Citizenship

## **SCIENCE AND TECHNOLOGY**

### **Earth and Space Science Strand**

- ▶ Earth's history (rocks, soil, and erosion)
- ▶ Weather
- ▶ Water Cycle
- ▶ Earth in the solar system

### **Life Science Strand**

- ▶ Characteristics and adaptations of living things
- ▶ Energy and living things (food chain)

### **Physical Sciences Strand**

States of matter (solids, liquids, and gases)

- ▶ Forms of energy (light, sound, heat, electrical, and magnetic)

### **Technology/Engineering Strand**

- Materials and tools
- Engineering design

### **COMPUTER TECHNOLOGY**

#### **Operating A Computer System**

- Starting programs
- Saving, finding, and opening programs
- Monitoring the computer

#### **Surfing The Internet**

- Parts of a browser window
- Ethics and Safety
- Research

#### **Application-Task-Oriented Software**

- Word processing and using Alpha-Smarts
- Electronic spreadsheets and charts
- Multimedia presentation

### **MUSIC EXPLORATION**

- Mastery of music terminology
- Appreciation of all types of music
- Ability to perform

### **PHYSICAL EDUCATION**

- Basic skills of team sports

- Physical fitness activities and exercises
- Lifetime sport skills

### **HEALTH**

- Nutrition and fitness
- Disease prevention
- Personal and mental health
- Family life
- Safety and first aid
- Human sexuality
- Drug and violence prevention
- Personal safety

### **ART EXPLORATION**

- Students will participate in clay, fiber, paint, and mixed media projects, which will stress imagination, drawing skills, and an overall appreciation of art.

### **FOREIGN LANGUAGE**

- Introduction to Spanish

### **DARE**

- Substance abuse and violence prevention

All units of instruction are written based upon the Massachusetts Curriculum Frameworks. Each unit of instruction has high, clear expectations for all students. The teachers address and assess each standard throughout each unit being taught. At the end of each unit, all students will complete a “Culminating Activity,” which is project based as well as unit post-tests that measure whether they have mastered the standards taught for that unit. All lessons will ultimately be modified to fit the learning styles and performance ability of all students including special education, bilingual, and high achieving students.

Currently, we have written 19 out of 28 units using the standards based Modern Red Schoolhouse design. All units were piloted during 2001-2002. Rubrics for assessment are also being written and piloted for each culminating activity. All units are continually revised, based on teacher feedback and student data. Most of curriculum work takes place during the Summer Institute as well as throughout the summer months.

Prior to starting a unit of study, a **Parent Overview Form (See Appendix C)** is sent home so that parents can see what their child will be studying. This overview form also shows what the parent/guardian may do at home to support their student’s learning.

## **Student/Teacher Ratio**

The Barnstable Horace Mann Charter School employed 42 full time equivalent teachers serving a student population of 503 students. The student to teacher ratio is 15:1. We also have 11 teacher assistants working in classrooms to assist the Special Education teacher and those students on Individual Education Plans. Our guidance department consists of one counselor and a school psychologist, a behavior specialist, and a prevention specialist.

## **School Calendar 2001-2002**

Students at the Barnstable Horace Mann Charter School attend school for 180 days. As a Horace Mann Charter School we observe the same schedule that the Barnstable Public School System has established. Students are in school from 8:30 a.m. to 3:05 p.m. Parents also have the opportunity to enroll their child in an after-school program that offers homework assistance and enrichment activities. The after-school program is in session from 3:15 p.m. to 5:30 p.m. Monday through Friday.

|              |   |
|--------------|---|
| September 5: | School Opened   |
| October 8:   | Columbus Day  |
| November 12: | Veteran's Day   |
| November 21: | Thanksgiving Holiday Break – ½ day for students               |
| November 22: | Thanksgiving Day  |
| November 23: | Thanksgiving Holiday Break                                    |
| December 24: | Winter Break  |
| January 2:   | School Reopened   |
| January 21:  | Martin Luther King Day – School Closed                        |
| February 18: | February Vacation   |
| February 25: | School Reopens  |
| March 29:    | Good Friday – School Closed                                   |
| April 15:    | April Vacation  |
| April 22:    | School Reopened   |
| May 27:      | Memorial Day  |
| June 25:     | Final day for students* includes 5 days for inclement weather |

Following the last day for students, teachers attend a one-week Summer Institute. During this time they are receiving additional training from the Modern Red Schoolhouse staff. Also, teachers continue to work throughout the summer to refine and write new units of curriculum.

The Board of Trustees and the administration of the school have committed the necessary resources to provide for additional time and materials. Without the willingness of teachers to work in the summer we would not be able to implement the Modern Red Design. The time needed to write curriculum is almost impossible to do during the regular school year. Our curriculum coordinator is responsible for overseeing the writing process.

**GOVERNANCE PROFILE**

The Board of Trustees is comprised of 15 members. They are elected to staggered terms of one, two, or three years to allow for continuity and consistency of leadership. The following members during are:

|            |   |         |
|------------|---|---------|
| Chair      | Patrick Butler, Attorney, Nutter, McClennen & Fish, LLP                         | 3 years |
| Vice Chair | Jack McCarthy, Managing Director, Apple Tree Institute for Education Innovation | 3 years |
| Secretary  | Olive Chase, Parent, Owner, Casual Gourmet                                      | 3 years |
| Treasurer  | Susan Dahn, Administrator, Barnstable Horace Mann Charter School                | 3 years |
| Member     | Ruthanne Allen, Director Gateway Program Barnstable Public School               | 2 years |
| Member     | Katherine Byrnes, Parent  | 2 years |
| Member     | Karen Anderson, Classroom Teacher, BHMCS  | 2 years |
| Member     | Alison DeConto, CPA, Tax Officer, Cape Cod Bank & Trust                         | 2 years |
| Member     | Suzanne Leary, Principal, Cotuit/Marstons Mills Elementary                      | 2 years |
| Member     | Thomas McDonald, Principal, Barnstable Horace Mann Charter School               | 3 years |
| Member     | Karen Gauthier, Guidance Counselor, Hyannis Middle School                       | 2 years |
| Member     | Jack McCarthy, Managing Director, Apple Tree Institute for Education Innovation | 3 years |
| Member     | Peter Meyer, General Manager, Cape Cod Times Newspaper                          | 2 years |
| Member     | Wendy Kingman, Teacher, Barnstable Horace Mann Charter School                   | 1 year  |
| Member     | Julia Bonina, Parent and PAC Chair  | 1 year  |

**Board of Trustees Committees and Members**

**Executive Committee:** Patrick Butler, Chair  
 Jack McCarthy, Vice Chair  
 Susan Dahn, Treasurer  
 Olive Chase, Secretary

**Finance Committee:** Peter Meyer  
 Alison DeConto  
 Susan Dahn  
 Thomas McDonald

**Nominating Committee:** Patrick Butler  
 Susan Dahn  
 Olive Chase  
 Tom McDonald

**Personnel Committee:** Patrick Butler  
 Thomas McDonald  
 Olive Chase  
 Peter Meyer

**Strategic Planning:** Thomas McDonald; Susan Dahn; Jack McCarthy; Kathy Cunningham, Parent; Wendy Kingman, Teacher;

## Board Meeting Dates

The Board of Trustees meets the fourth Wednesday of the month at 7:30 a.m. in the school library. The dates are posted in Town Hall. The following was the schedule for 2001-2002:

August Meeting - Retreat  
Wednesday, September 26, 2001  
Wednesday, October 24, 2001  
Wednesday, November 28, 2001  
Wednesday, December 19, 2001  
Wednesday January 23, 2002  
Wednesday, February 27, 2002  
Wednesday, March 27, 2002  
Wednesday, April 24, 2002  
Wednesday, May 22, 2002  
Wednesday, June 26, 2002

The Board of Trustees is governed by a set of bylaws that set forth the organizational Guide-lines in reference to governance and decision-making.

The Board of Trustees held an Annual Retreat in August 2001 and reviewed the year as well as planned for the next school year. As a result a the members of the Strategic Planning Committee formed a district-wide committee whose role was to determine ways to disseminate the school's best practices within the Barnstable School System. The committee was comprised of members from the Board of Trustees of the Barnstable Horace Mann Charter School, the Barnstable School Committee, District Administration, principals from within the district, business leaders and parents. They completed a plan and reported to both the Barnstable Horace Mann Board of Trustees and the Barnstable School Committee. The proposal was to create a Horace Mann Charter District. The Barnstable School Committee approved the concept in June 2002. (See **Dissemination Section pg. 27**)

The Board also amended the Memorandum of Understanding (MOU) for 2002-2003 with the Barnstable School Committee which changed how the district allocation is calculated, and to establish a timeframe for payments for the next two years. The Board agreed to accept a level funded allocation over the next two years through 2004. The Chair of the Board of Trustees and the Chair of the School Committee signs the ammendements annually. (See **Attachment D**)

## Grievance Review

The Barnstable Horace Mann Charter School is bound by the contract with the Barnstable Teachers Association. The Board of Trustees has set policy for all other grievances of non-contract employees to be put in writing and sent to the board. If the grievance is with a staff member they must first meet with the principal. If the employee is still not satisfied then

they may request a meeting with the Board after the grievance is received in writing. To date there have not been any grievances filed

## STUDENT PROFILE

### Student Characteristics

As of October 1, 2001 we had a student population of 502. The following is a breakdown of our student demographics.

#### Student Characteristics

|   |                               | Number<br>of Students | %     |
|---|-------------------------------|-----------------------|-------|
| 1. Number of Students Enrolled                                  |                               | 502                   |       |
| 2. Student Demographics:  |                               |                       |       |
| Race/Ethnicity:   |                               |                       | %     |
|   | American Indian               | 5                     | 1.0%  |
|   | Black                         | 36                    | 7.2%  |
|   | Asian                         | 7                     | 1.4%  |
|   | Hispanic                      | 17                    | 3.4%  |
|   | White                         | 553                   | 87.1% |
| Gender:   |                               |                       |       |
|   | Boys                          | 247                   | 49.2% |
|   | Girls                         | 255                   | 50.8% |
| Residence:  | Barnstable                    | 502                   | 100%  |
| 3.& 4. Students classified as limited English proficient (LEP): |                               | 26                    | 5.2%  |
| 5. Students who are linguistic minorities:                      |                               | 15                    | 3.0%  |
| 6. Special Need Students by Special Education Prototype:        |                               |                       |       |
|   | General Education Classroom   | 10                    | 2.0%  |
|   | Resource Room                 | 83                    | 16.5% |
|   | Separate Classroom            | 2                     | .4%   |
|   | Public Separate School (Day)  | 1                     | 0.2%  |
|   | Private Separate School (Day) | 0                     | 0.0%  |
|   | Residential Facility          | 0                     | 0.0%  |
|   | Homebound                     | 0                     | 0.0%  |
|   | Total                         | 96                    | 19.1% |

7. Students who receive special services, but are not on formal IEPs:

|                                 |     |       |
|---------------------------------|-----|-------|
| Title One Math                  | 31  | 6.2%  |
| Title One Reading               | 26  | 5.2%  |
| Remedial Reading                | 21  | 4.2%  |
| Gateway-Gifted Students Program | 62  | 12.4% |
| Total                           | 140 | 27.9% |

8. Students qualifying for the free price meals, and qualifying for reduced price meals:

|                     |     |       |
|---------------------|-----|-------|
| Free Price Meals    | 115 | 22.9% |
| Reduced Price Meals | 45  | 8.9%  |
| Total               | 160 | 31.8% |

9. Average daily attendance: 475.4

10. Average membership rate: 497

11. Students placed on in-school suspension, out-of-school suspension, or expelled:

|                          |    |
|--------------------------|----|
| In-school suspension     | 19 |
| Out-of-school suspension | 21 |

The general reasons for suspensions and expulsions are: fighting, physical assault, assault of a staff member, racial slurs, destruction of property, stealing, distribution or possession of fireworks, and threat of possession of a weapon

**Number of Students on Waiting List**

The Barnstable Horace Mann Charter School does not maintain a waiting list as we accept all fifth grade students in the Town of Barnstable.

**STAFF PROFILE**

The staff consists of two administrators, 40.5 FTE teachers, thirteen 13 teacher assistants, a prevention specialist, a behavior specialist, one guidance counselor and one school psychologist, one nurse and one nurses assistant, three administrative assistants, one school clerk, one curriculum coordinator, one technology coordinator, four custodians and four cafeteria workers. Total staff employed by the school including part-time employees is 72 with an average of 20 years experience. The teaching staff are all certified and 34% have a bachelor’s degree while 66% have a master’s degree plus.

**ADMINISTRATION**

|                       |                |           |
|-----------------------|----------------|-----------|
| Principal             | McDonald, Tom  | M. Ed.    |
| Dir Planning & Budget | Dahn, Susan    | MHS       |
| Technology Director   | Morgan, Debora | MBA       |
| Curr Coordinator      | Brown, Laurel  | M30 - 012 |

|                     |                   |
|---------------------|-------------------|
| Secretary           | Perry, Joan       |
| Administrative Asst | Hoble, Nancy      |
| Clerk               | McCarthy, Phyllis |

**REG. ED. TA'S**

|                   |                  |
|-------------------|------------------|
| Library Assistant | Orfanos, Boots   |
| Teacher Asst.     | Lavery, Pat      |
| Teacher Asst.     | Thew, Debbi      |
| Teacher Asst.     | McMahon, Nicki   |
| Teacher Asst.     | Burgers, Melissa |
| Technology Asst   | Allen, Nancy     |

**CLASSROOM TEACHERS**

|                    |                     |            |
|--------------------|---------------------|------------|
| Teacher            | Anderson, Heather   | M - 003    |
| Teacher            | Anderson, Karen     | M - 011    |
| Teacher            | Batson, Erin        | B - 007    |
| Reading Teacher    | Casey, Kathleen     | M - 011    |
| Teacher            | Cavill, Richard     | B15 - 008  |
| Teacher (1/2 time) | Crowley, Elaine (L) | B15 -011   |
| Teacher            | Davis, Pennie       | B15 - 010  |
| Teacher            | DeMaria, Donna      | M15 - 011* |
| Teacher            | Ewald, Tara         | M - 002    |
| Teacher            | Gallagher, Jennifer | M30 - 006  |
| Title I Teacher    | Gavin, Ken          | M - 011    |
| Teacher            | Hagan, Ann          | B - 009    |
| Teacher (1/2 time) | Hazard, Christina   | M - 010    |
| Teacher            | Hecker, Barbara     | M30 - 012  |
| Teacher            | Losordo, Ken        | B15 - 010  |
| Teacher            | Marks, Lisa         | M15 - 008  |
| Teacher            | Mazzeo, Brenda      | M15 - 011  |
| Teacher            | McEachern, Marie    | M - 009    |
| Teacher            | McNamara, Jean      | B15 - 008  |
| Teacher            | McPartland, Audrey  | B - 002    |
| Teacher            | Nunes, Sue          | M - 011    |
| Teacher            | O'Connell, Karen    | B - 010    |
| Title I Teacher    | Porrizzo, Betty     | M30 - 012  |
| Teacher            | Shea, Lauren        | M - 010    |
| Teacher            | Soares, Sue         | B15 - 010  |
| Teacher            | Sullivan, Ginny     | B - 010    |
| Teacher            | Sullivan, Marie     | B - 011*   |
| Teacher            | Walsh, Helen        | M - 011    |
| Teacher            | Mandeville, Diane   | B-05       |

**PREVENTION**

|                    |                  |            |
|--------------------|------------------|------------|
| Prevention Teacher | Stewart, Andrew  | M30 - 007* |
| Prevention TA      | Collins, Melissa | 7          |

|                     |               |         |
|---------------------|---------------|---------|
| Behavior Ed Teacher | O'Connor, Tom | M - 011 |
|---------------------|---------------|---------|

**ENRICHMENT**

|           |                   |         |
|-----------|-------------------|---------|
| Art       | White, Liz        | B - 011 |
| Phys. Ed  | DeGross, Jacquie  | B - 01  |
| Hlth/Phys | Guimond, Gilbert  | B - 09  |
| Music     | LeGrand, Larry    | B       |
| Music     | Machon, Al        | M - 011 |
| Music     | Swanson, Pricilla | B - 11  |

**SPED**

|              |                 |           |
|--------------|-----------------|-----------|
| SPED Teacher | Ingalls, Faith  | M - 011   |
| SPED Teacher | Kingman, Wendy  | M - 011   |
| SPED Teacher | McCarthy, Stacy | M - 003   |
| SPED Teacher | Elston, Jeannie | B15 - 008 |
| SPED Teacher | Kalaf, Lana     | M - -01   |

**SPED TA's**

|         |                  |
|---------|------------------|
| SPED TA | Eldridge, Sue    |
| SPED TA | Hufnagle, Liz    |
| SPED TA | Kelleher, Patty  |
| SPED TA | McCarthy, Laurel |
| SPED TA | Mosher, Jim      |

**SPED-GUIDANCE**

|                   |                 |           |
|-------------------|-----------------|-----------|
| Guidance          | Garrity, Debbie | M - 005   |
| Guidance          | Howe, Alice     | M30 - 012 |
| Schl Psychologist | Thiel, Miriam   | M30-03    |
| Secretary         | Hill, Sandy     |           |

**Staff Turnover**

The school had two teachers leave, one due to retirement, and the other a maternity leave.

## FINANCIAL PROFILE

The following un-audited Financial Statements reflect the school's financial position for 2001-2002. They are followed by the 2002-2003 budget that was approved by the Board of Trustees.

### Profit and Loss Statement - UNAUDITED

|  | <u>Jul '01 - Jun '02</u> |
|--|--------------------------|
| <b>Ordinary Income/Expense</b>         |                          |
| <b>Income</b>                          |                          |
| 1030 · State Grants                    | 129,212                  |
| 1032 · District Appr. - Grade 5        | 3,167,254                |
| 1033 · District Appr. - Transportation | 0                        |
| 1062 · Interest                        | 52,937                   |
| 1080 · Mifflin Foundation              | 0                        |
| 1081 · Technology Grants               | 6,000                    |
| 1090 · Other Income                    | <u>14,207</u>            |
| <b>Total Income</b>                    | <b>3,369,610</b>         |
| <b>Expense</b>                         |                          |
| <b>2002 School Salary</b>              |                          |
| 2580 · Medicare                        | 26,052                   |
| 2590.1 · Retirement - MTRA             | 3,473                    |
| 2570 · Health & Life Ins.              | 169,323                  |
| 2002 · Salary School                   | <u>2,461,571</u>         |
| <b>Total 2002 School Salary</b>        | <b>2,660,419</b>         |
| <b>3000 · District Expenses</b>        |                          |
| 3010 · Admin                           | <u>250</u>               |
| <b>Total 3000 · District Expenses</b>  | <b>250</b>               |
| <b>3500 · Expenses</b>                 |                          |
| 3502 · Accounting                      | 27,929                   |
| 3510 · Audit                           | 5,750                    |
| 3513 · Bank Charges                    | 28                       |
| 3530 · Conference Fees                 | 580                      |
| 3533 · Consulting                      | 49,101                   |
| 3540 · Dues                            | 1,410                    |
| 3700 · Equipment                       | 13,472                   |
| 3702 · Equipment Lease                 | 28,649                   |
| 3616 · Furnishings                     | 6,300                    |
| 3560 · Insurance                       | 4,045                    |
| 3180 · Legal                           | 74                       |
| 3570 · Maintenance                     | 13,355                   |
| 3640 · Misc/Principal                  | 2,236                    |

|  |                  |
|--|------------------|
| 3590 · Postage                         | 2,528            |
| 3610 · Printing                        | 4,850            |
| 3612 · Publications & Subscriptions    | 2,638            |
| 3650 · Stanford 9                      | 5,194            |
| 3655 · Stipend                         | 34,738           |
| 3670 · Substitutes                     | 260              |
| <b>Total 3690 · Supplies/materials</b> | <b>52,696</b>    |
| 3695 · Technology                      | 26,840           |
| 3710 · Text Materials                  | 14,644           |
| 3170 · Travel                          | 1,786            |
| 3720 · Utilities                       |                  |
| 3721 · Electricity                     | 46,258           |
| 3723 · Sewer                           | 1,952            |
| 3724 · Telephone                       | 4,915            |
| 3725 · Gas                             | 26,607           |
| 3726 · Water                           | 1,401            |
| <b>Total 3720 · Utilities</b>          | <b>81,132</b>    |
| <b>Total 3500 · Expenses</b>           | <b>380,369</b>   |
| <b>Total 3800 · Other Expense</b>      | <b>8,003</b>     |
| <b>Total Expense</b>                   | <b>3,048,907</b> |
| <b>Net Income</b>                      | <b>320,703</b>   |

### Grants Received 2001-2002

|                              |                |
|------------------------------|----------------|
| SPED Prof Development        | 7,500          |
| SPED Allocation              | 94,323         |
| Eisenhower Grant             | 3,751          |
| Class Reduction Grant        | 19,524         |
| Title VI                     | 4,114          |
| Barnstable School District   | 5,000          |
| Technology Grants            |                |
| SPED - Electronic Portfolios | 2,000          |
| CCB&T                        | 1,500          |
| Hyannis Harbors              | 1,000          |
| Valley Communications        | 500            |
| Cape Cod Five Cents Savings  | 1,000          |
|                              | <u>6,000</u>   |
|                              | <b>140,212</b> |

These grants were used to pay salaries for Title I Reading and Math teachers, to provide training from the Modern Red Schoolhouse Institute, to pay for materials, substitutes, and stipends for teachers to participate in the training and to work on developing new curriculum

during the school year as well as the Summer Institute. We also purchased equipment and trained staff in the use of technology in their classrooms.

**BALANCE SHEET as of June 30, 2002**  
**Balance Sheet as of June 30, 2002**

|                                   | <u>Jun 30, '02</u>      |
|-----------------------------------|-------------------------|
| <b>ASSETS</b>                     |                         |
| <b>Current Assets</b>             |                         |
| <b>Checking/Savings</b>           |                         |
| 101 · CCB&T Checking              | 40,837                  |
| 102 · CCB&T Investment            | 845,000                 |
| 104 · MMDT                        | <u>100,333</u>          |
| <b>Total Checking/Savings</b>     | 986,169                 |
| <b>Accounts Receivable</b>        |                         |
| 1200 · Accounts Receivable        | 150                     |
| 1500 · Grants Receivable          | <u>80,504</u>           |
| <b>Total Accounts Receivable</b>  | 80,654                  |
| <b>Other Current Assets</b>       |                         |
| 1499 · Undeposited Funds          | <u>152</u>              |
| <b>Total Other Current Assets</b> | <u>152</u>              |
| <b>Total Current Assets</b>       | 1,066,975               |
| <b>Fixed Assets</b>               |                         |
| 160 · Computer Equipment          | 89,828                  |
| 162 · Furniture & Fixtures        | 12,917                  |
| 164 · Leasehold Improvements      | 12,143                  |
| 163 · Fixed Asset Depreciation    | -57,794                 |
| 165 · Capital Leased Equipment    | 162,019                 |
| 166 · Capital Leased Equip Depr   | -59,640                 |
| 152 · Amt for Long Term Debt      | <u>51,623</u>           |
| <b>Total Fixed Assets</b>         | <u>211,096</u>          |
| <b>TOTAL ASSETS</b>               | <b><u>1,278,070</u></b> |
| <b>LIABILITIES &amp; EQUITY</b>   |                         |
| <b>Liabilities</b>                |                         |
| <b>Current Liabilities</b>        |                         |
| <b>Accounts Payable</b>           |                         |
| 2001 · Accounts Payable           | <u>82,800</u>           |
| <b>Total Accounts Payable</b>     | <u>82,800</u>           |
| <b>Total Current Liabilities</b>  | 82,800                  |
| <b>Long Term Liabilities</b>      |                         |

|                                       |                         |
|---------------------------------------|-------------------------|
| 2003 · Long Term Debt Obligation      | <u>51,623</u>           |
| Total Long Term Liabilities           | <u>51,623</u>           |
| <b>Total Liabilities</b>              | 134,422                 |
| <b>Equity</b>                         |                         |
| 936 · Investment in Fixed Assets      | 159,473                 |
| 935 · Fund Bal. Unrestricted Funds    | 669,518                 |
| Net Income                            | <u>314,657</u>          |
| Total Equity                          | <u>1,143,648</u>        |
| <b>TOTAL LIABILITIES &amp; EQUITY</b> | <u><u>1,278,070</u></u> |

**BARNSTABLE HORACE MANN CHARTER SCHOOL  
2002-2003 BUDGET**

|   | <u>Jul '02 - Jun '03</u> |
|---|--------------------------|
| <b>Ordinary Income/Expense</b>          |                          |
| <b>Income</b>                           |                          |
| 1030 · State Grants                     | 258,000                  |
| 1032 · District Appr. - Grade 5         | 3,225,000                |
| 1034 · DOE Dissem Grant                 | 75,000                   |
| 1035 · Music Fees                       | 25,000                   |
| 1120 · E-RATE                           | 2,300                    |
| 1062 · Interest                         | 50,000                   |
| 1100 · DOE Technology                   | 15,000                   |
| 1090 · Other Income                     | <u>9,000</u>             |
| <b>Total Income</b>                     | <u><u>3,659,300</u></u>  |
| <b>Expense</b>                          |                          |
| 2000 · Total School Salary              |                          |
| 2580 · Medicare                         | 26,716                   |
| 2570 · Health & Life Ins.               | 258,742                  |
| 2002 · Salary School                    |                          |
| <b>Total 2002 · Salary School</b>       | <u><u>2,952,698</u></u>  |
| <b>Total 2000 · Total School Salary</b> | 3,238,156                |
| 3500 · Expenses                         |                          |
| 3502 · Accounting                       | 38,110                   |
| 3503 · Advertising                      | 500                      |
| 3510 · Audit                            | 10,000                   |
| 3513 · Bank Charges                     | 200                      |
| 3520 · Board of Trustees                | 1,500                    |
| 3530 · Conference Fees                  | 1,000                    |
| 3533 · Consulting                       | 25,000                   |
| 3540 · Dues                             | 2,000                    |
| 3700 · Equipment                        | 20,000                   |
| 3702 · Equipment Lease                  | 13,000                   |
| 3616 · Furnishings                      | 16,000                   |
| 3560 · Insurance                        | 4,000                    |
| 3180 · Legal                            | 1,000                    |
| 3570 · Maintenance                      | 20,000                   |
| 3640 · Misc/Principal                   | 2,000                    |
| 3590 · Postage                          | 4,000                    |
| 3610 · Printing                         | 6,000                    |
| 3612 · Publications & Subscriptions     | 3,500                    |

|                               |                  |
|-------------------------------|------------------|
| 3650 · Stanford 9             | 4,500            |
| 3655 · Stipend                | 35,000           |
| 3670 · Substitutes            | 5,000            |
| 3690 · Supplies/materials     | 60,000           |
| 3695 · Technology             | 20,000           |
| 3710 · Text Materials         | 10,000           |
| 3170 · Travel                 | 6,000            |
| 3720 · Utilities              |                  |
| 3721 · Electricity            | 55,000           |
| 3723 · Sewer                  | 3,000            |
| 3724 · Telephone              | 6,000            |
| 3725 · Gas                    | 36,000           |
| 3726 · Water                  | 2,000            |
| <b>Total 3720 · Utilities</b> | <u>102,000</u>   |
| 3730 · Volunteer Coordinator  | 10,000           |
| <b>Total 3500 · Expenses</b>  | <u>420,310</u>   |
| <b>Total Expense</b>          | <u>3,658,466</u> |
| <b>Net Income</b>             | <u>834</u>       |

The budget is submitted to the Barnstable School Committee in November for their approval as a line item appropriation in their budget. The per pupil allocation for this school is determined by the Memorandum of Understanding between the Board of Trustees and the Barnstable School Committee. (See Attachment D)

## PARENTAL INVOLVEMENT

This past year we worked diligently with our Parent Advisory Council (PAC) to assist us in helping parents become more involved in our school. To assist us with this we conduct Parent Surveys annually. The following are the results:

1. 97% felt we are doing a good job teaching math and reading.
2. 89% felt that their child is challenged to meet high standards.
3. 93% feel their child receives sufficient homework.
4. 82% felt their child can perform homework without frustration
5. 84% felt the school does a good job teaching cultural diversity.
6. 95% felt their child's teacher communicates and maintains clear rules in the classroom.
7. 73% felt that Stanford 9 results are helpful.
8. 90% felt the teachers are concerned about their child as an individual.
9. 93% felt the school is a safe place for children.
10. 91% felt that the school creates a positive environment
11. 65% favor a dress code.

12. 94% are aware of the school's goals.
13. 98% felt the principal cares about their child.
14. 97% support our discipline policy.
15. 98% felt behavior issues are communicated between home and school.
16. 90% felt the school encourages parental involvement.

The Board of Trustees and the Leadership Team of the school uses this data to during the strategic planning process to assist them in making improvements to the school. Many parents felt that they are encouraged to help but once they offered no one contacted them. We felt that this was a major weakness that we needed to correct. Therefore, the Board has made a recommendation to hire a volunteer coordinator so we can better utilize the parent volunteers. **(See Attachment E for Parent Survey).**

## **COMMUNITY INVOLVEMENT**

The Board of Trustees makes presentations to the local school committee and communicates regularly with the Town of Barnstable, the Barnstable Town Council and its legislative to update them on the school's progress.

The school created the Main Street Learning Corporation, a private non-profit corporation in partnership with the local business community. The Board of Directors of the organization consists of staff, board members of the school and local businesses. The purpose of the partnership is to enhance the learning experiences of our students by providing a link to the local business community. Each classroom is adopted by a local business that works with the teachers to develop lessons that are linked to the curriculum. This business may also provide a field trip to their respective businesses. Currently, the school partners with 50 local businesses.

Main Street Learning holds monthly board meetings and each year a student advisory board is elected and they attend these monthly meetings. Also, Main Street Learning manages the school store and students, working with faculty advisors chose what products to choose to sell. The students also work with the school's business office to learn, first hand, what a budget is, how products are priced, and what profit means. The school store is linked to an economics unit.

**DISSEMINATION OF BEST PRACTICES**

**STRATEGIC PLANNING COMMITTEE**

*as presented to*

**BARNSTABLE SCHOOL COMMITTEE**

**May 7, 2002**

**RESPECTFULLY SUBMITTED BY:**

**The Barnstable Public Schools Improvement Planning Committee**

**Andre Ravenelle, Co-Chair**, Assistant Superintendent, BPS  
**Jack McCarthy, Co-Chair**, President, Appletree Institute, BHMCS Board Member  
Ruthann Allen, Gateway Program, BHMCS  
David Augustinho, Executive Director, Cape & Islands Workforce Investment Board Rick  
Bidgood, Asst. Principal, Hyannis Middle School;  
Kathy Cunningham, parent, business community, Board Member, BHMCS;  
Susan Dahn, Director of Management and Finance, BHMCS  
Pat Graves, Principal, Barnstable HS  
Janet Joakim, Town Council Member  
Wendy Kingman, SPED teacher, BHMCS  
Susanne Leary, Principal, Cotuit/MM Elementary  
Karen McDonald, Chair, BPS School Committee  
Tom McDonald, Principal, BHMCS  
Jack McLeod, President, BTA  
Allison McNaughton, teacher, Marstons Mills MS  
Tim Rumberger, Barnstable Public Schools  
Fred Scully, Principal, Hyannis West Elementary  
Nancy Voikos, System wide PAC  
Janice Kinder, Facilitator, Kinder & Associates

## **Background**

The Massachusetts educational landscape changed with the Education Reform Act of 1993, which required school districts to adopt rigorous new state standards and the MCAS, a state assessment that measures progress in student achievement against those standards. It also provided for the establishment of public charter schools.

The “No Child Left Behind—The Elementary and Secondary Education Act of 2001”, further altered the educational landscape. Like the Education Reform Act of 1993, the federal law requires performance-based reform, a new measurement of average yearly progress along with a myriad of financial and programmatic incentives for improving education.

Four years ago, with the support of faculty, parents and the Barnstable Teachers Association the Grade Five School’s leadership asked school committee permission to convert to a Horace Mann Charter School. The school accepted a higher level of accountability in exchange for greater autonomy to improve its educational program. The school committee supported the application and the Commonwealth issued a charter.

Two years ago, the school district began a strategic planning process that included all stakeholders and a community survey. Planning focused on ways to achieve high standards, improve school climate, communicate progress between the district and stakeholders, and finance the strategic objectives. The vision of the Barnstable Public School System is to be recognized as one of the best school districts in the Commonwealth of Massachusetts. An implementation committee was formed to monitor district progress in reaching strategic objectives.

Concurrently, the Barnstable Horace Mann Charter School began its strategic planning process. The school’s state charter requires that it provide evidence annually that students are learning that the school is faithful to the plan of improvement and that it is a viable organization. The Education Reform Act also requires Horace Mann Charters and school districts to disseminate best practices and lessons learned to improve district-wide student achievement. When the school committee approved the Grade Five School’s charter application four years ago, district leadership was charged with finding ways to disseminate the best practices within the district.

The strategic planning committee of the Barnstable Horace Mann Charter School contacted members of the school district’s strategic planning committee. They formed a partnership with members from the district and began meeting to discuss strategies to study ways to attain common objectives while improving educational outcomes for all students.

On January 22, 2002 the Barnstable School Committee voted to:

Establish a district-wide planning committee to expand and implement comprehensive school reform based on the Horace Mann Charter School model. The project goal is to maximize student achievement, accountability, effective governance, and available funding.

For a district-wide planning committee to operate effectively representatives from the Barnstable School Committee, district administration, district leadership, Barnstable Horace Mann Charter School, teachers, parents, business leaders, and a representative from Town Council were appointed to the committee. The committee met for seven days, six hours per day, with a facilitator, to assist in the process.

### **Recommendation**

The “Improvement Planning Team” recommends that the Barnstable School Committee support the conversion of additional schools to Horace Mann Charter Schools with the goal of becoming a “Horace Mann Charter District over time.

Federal and state education policies are changing accountability from the former compliance-based model toward a more performance-based model. This requires curriculum aligned to standards, more aligned assessments, better planning and communication among teachers, greater levels of flexibility, and ongoing professional training to a greater degree than before.

To reach these goals, we must empower administrators, teachers, families, and community leaders to develop school-based strategies to improve student achievement based on the new landscape. The Horace Mann Charter model provides individual schools in a district with greater autonomy in exchange for greater level of accountability for performance. These “charters” give each school the power to change curriculum, align teacher training to the school’s goals, reallocate dollars among programs as needed, and make decisions aimed at better educational outcomes.

To receive such a charter, each school’s stakeholders must develop an effective improvement plan, apply, and convince the school district, BTA, and Commonwealth that an effective plan to succeed should be approved. In return, each Horace Mann Charter School must demonstrate annual progress in student achievement, implementation of the improvement plan, and provide evidence that the school is a viable organization.

### **Planning and Implementation**

In order for the “District” to become a “Charter District” all aspects of the management of the district were discussed and the following recommendations are being proposed for a

possible reconfiguration of the existing structure for the Barnstable School Committee and the District Administration:

- The **Barnstable School Committee** would become "keepers of the vision" and will function as the *Barnstable Board of Education*. Their role would be to monitor whether the program is a success and whether each school/ LEA (local education agency) is a viable one.
- **Barnstable District School Administration** will become a centralized resource to all schools in the district. They would also monitor accountability plans and student progress.
- A **Board of Trustees** would be formed by each school which would be responsible the implementation of the charter. The School Councils, groups that already exist at each school, could become a part of the founding Board of Directors.

We anticipate this to be a multi-phased, multi-year implementation process. To facilitate the process we also recommend the establishment of a Resource Center that would assist schools in the charter application process as well as in decentralizing finance and governance. The Resource Center would be funded by foundations and private sources.

The planning team identified a number of benefits and challenges to be considered during implementation. These fall into four general categories: *Student achievement, accountability, governance, and finance.*

### **Benefits**

**Student Achievement:** This project will improve the alignment of the district's reform activities with "No Child Left Behind" as well as with the Education Reform Act of 1993 by a clearer focus on improving outcomes for all students. Best practices will be shared among teachers and schools while clear incentives will be given for improving performance (as well as consequences for non-performance.) Better opportunities for more individualized instruction and opportunities for integrating technology into schools are possible. The Implementation Team must surely address concerns about change and the challenges of greater staff development needs.

**Accountability:** Performance-based accountability is a tenet of Horace Mann Charter schools, "No Child Left Behind" and the Education Reform Act of 1993. From a district perspective, the charter schools' annual reports will provide the public and decision-makers with much better data on student achievement and financial performance of schools than is available today. Competition and choice, while considered benefits for families, imply "winners" and "losers" in public education. The new federal law provides remedies for families attending failing schools that include a range of interventions including

reconstitution of schools in dire situations. Therefore, this plan is a proactive one and prevents schools from having to react after the fact.

**Governance:** Benefits include a transition to true site-based management of schools. Many of the “shackles” are removed from principals in the area of budgets, curriculum, and management. Staffs are empowered to a greater degree than currently possible. For the benefits of decentralized governance to be fully realized an investment must be made in leadership development, board building and financial management. Concerns about decentralized governance include the perceived risks to schools where charters are not renewed because of failure to reach their goals. Another concern lies with the possibility that not all schools want to be entrepreneurial risk takers and not all parents want to choose. District-wide choice raises important legal, facilities, and transportation concerns that must be considered as part of any proposal.  
(See specific plans regarding governance below)

**Finance:** The benefits here are significant. Each new Horace Mann Charter School receives a three-year commitment of funding from the Department of Education to be used for planning and implementation of the plan of improvement. These grants average \$100,000 per year and provide outside funds for teacher training, materials, and technology, stipends and outside consultants. Schools are also eligible for CSRD grants, which would assist in funding staff development for the implementation of a comprehensive reform model. As charter schools, financial the principal and the Board of Trustees will make decisions. Technical assistance would be provided to school leaders to develop sound financial management practices. Also, the potential for competition for the same resources will need to be addressed.

## **Challenges**

### **School Choice**

- How is this defined under charter school district?
- Transportation Competition among schools
- How to fairly address markets with respect to enrollment, school size etc.
- Timing and student assignments
- Budget planning
- Redistricting
- Geographic entitlement
- Staffing patterns
- Parent concerns
- Maintaining diverse student populations
- Sibling preference
- Welcome others outside the district if space allows
- Restructuring/reconfiguring
- Governance, board restructuring

- Guiding Principles:
  - every child will have equal access to quality schools;
  - grand fathering - village to village
  - admission will be by lottery
  - sibling preference will be honored

### **Collective Bargaining Unit**

- One or more organization
- Teacher choice - internal management model voted on in each school
- Define a process
- Incentives? Compensation structure
- Evaluation system
- Professional development
- Equity
- Ratification of each charter application. President has to sign off and it has to be voted on. Establish criteria by which collective bargaining relates to governance of school.
- How is collective bargaining involved in renewal process? (Should be common to each school)
- Guiding Principles:
  - Staff buy in
  - Building trust
  - Collective bargaining
  - Staff Choice

### **District wide services/contracts**

- Transportation
- Food Service
- Maintenance, custodial
- Capital improvements
- SPEC services
- Legal fees
- Athletics (equipment)
- Site licenses
- Leases
- Office equipment service contracts
- Supplies
- Technology
- Bond issues
- Guiding Principles
  - We will honor current ones until they expire;

- Each school would have ability to review and negotiate their own

### **District wide policies**

- Handbooks, personnel
- Rules and regulations
- Hiring and firing
- Approach is to minimize work
- Governance policies
- System wide PAC
- Graduation
- Guiding Principles
  - Goal is to minimize work

### **Transitional issues**

- Professional. Leadership, Board development
- Financial training
- Strategic planning
- Planning and implementation teams - how established. Funded by outside sources
- Reconfiguration ideas - is smaller better?
- How to keep things moving forward during implementation phase?
- Facilities and basic needs
- Capital needs
- Plant needs
- Class size
- Space utilization
- Guiding Principles
  - Each school will address its own

### **The following are proposed roles for:**

#### **School Committee:**

- Set policy and vision for Charter District
- Act as liaison with Town Management
- Determine total budget for district
- Hire and fire Superintendent and Business Manager
- Vote on Collective Bargaining Unit (hear grievances)
- Approve school improvement plans

- Act as "keepers of the vision": will this improve student learning?  
Act as "franchise owner", i.e. sets the core standards that each school will follow.
- Strategic planning
- Monitor the three basic questions that evaluate performance for charter schools: Is the school a success? Is the school viable? Is it true to its charter?
- Participate in school site visits
- Recognize performance and communicate school successes

### **Superintendent:**

- Hire and fire district administrators
- Prepare and oversee district funding
- Act as administrator of day to day carrying out of the charter district vision
- Act as liaison to DOE and Charter Office
- Act as liaison to Town, legislature, government
- Advocate of the vision

### **District Administration (Assistant Superintendents, Finance, SPED)**

- Handles parent, staff and student issues (idea: perhaps establish an ombudsman position) when resolution is not reached at individual schools
- Clearinghouse for district wide legal opinions/issues
- Ensures continuity for district wide SPED
- Act as a central resource and clearing house for district wide program development, staff training, technology assistance, and PDPs.
- Ensures that core standards based curricula and state frameworks are being met in each school
- Ensures consistency of curriculum, scope of sequence and student assessment
- Monitors school outcomes, staff, and student competencies district wide.
- Responsible for district wide needs assessments
- Ensure a data collection system that appropriately and effectively measures outcomes

### **Board of Directors**

- Each school develops its Board of Directors. Members of existing School Councils could become members of founding board with expansion of new members.
- Hire, fires, and evaluates principal. (This is done in partnership with the Superintendent).

### **Principals:**

- Act as CEO, executive director of each school, which is considered an LEA
- Reports to DOE, Board of Trustees at school, District Superintendent, and Assistant Superintendents.
- Hires and fires staff (within union contracts)
- Accountable for answering three core questions: Is the school a success? Is the school viable? Is it true to its charter?
- Oversees data collection and reporting
- Responsible for parent/community involvement with school
- Budget management; autonomy over own school's funds

### **Staff:**

- Staff has increased opportunities to be involved in school decision-making

### **Local Bargaining Units**

- Vision is that BTA and schools partner to problem solve rather than "bargain". Goal is to eliminate the us vs. them climate. Everyone sits on same side of table.

### **Finance**

- School will have complete control over its budget. Boards of Trustees have the fiduciary responsibility to oversee the management of the budget at each school.
- Each school hires a CPA firm to conduct annual audit.

### **Monitoring and evaluation**

- The planning and implementation team will identify criteria for success
- The planning and implementation team will provide monthly updates for the School Committee and the District
- The Charter District will hold annual meetings for all stakeholders
- The District will evaluate performance of the planning and implementation team.

- The planning and implementation team will evaluate the resource center.
- Planning and Implementation team will network with members of other states' charter districts to assist the team with monitoring Barnstable's progress.

## **SUMMARY**

The school has made great strides in meeting the goals set forth in its Accountability Plan and we look forward to continue the implementation of the Modern Red Schoolhouse Design. We have planned an additional 10 days of training with Modern Red Staff in 2002-2003. As stated earlier, as a one-year school, our challenges may be greater than most as we are only able to work with our students for 180 days. Every year we transition approximately 1,000 - 1,200 students in the fall and spring. The Board of Trustees and the staff have set high standards for themselves and the school and we expect to **“Achieve Excellence for All.”**

**ATTACHMENT A**  
**ACCOUNTABILITY PLAN**

**ATTACHMENT B**  
**STANFORD 9 REPORT**

**ATTACHMENT C**

**PARENT OVERVIEW FORM OF CURRICULUM UNIT**

**ATTACHMENT D**  
**MEMORANDUM OF UNDERSTANDING**

**ATTACHMENT E**  
**PARENT SURVEY**