



MCCPS Board of Trustees

Board of Trustees Meeting

Published on July 26, 2024 at 5:10 PM EDT

Date and Time

Tuesday July 30, 2024 at 7:00 PM EDT

Location

Hybrid Format:

- in person at MCCPS
- via Zoom at <https://us06web.zoom.us/j/98355446062?pwd=bVg2VzE4bEZUVXJqY0R4UIJnVmZ1dz09>

Agenda

	Purpose	Presenter	Time
I. Opening Items			7:00 PM
Opening Items			
A. Record Attendance and Guests		William Rockwell	
B. Call the Meeting to Order		Katie Holt	2 m
C. Public Comment	Discuss	Katie Holt	5 m
II. Minutes			7:07 PM
A. Minutes Approval	Vote	William Rockwell	8 m

	Purpose	Presenter	Time
1. Backlog Clean Up 2. Retreat Minutes			
III. Head of School Report			7:15 PM
A. June Report	FYI	Stephanie Brant	20 m
B. Annual Report	Vote	Stephanie Brant	15 m
<ul style="list-style-type: none"> • Review and approve 			
C. Charter Renewal	Vote	Stephanie Brant	15 m
Review and approve			
D. MCCPS Student Opportunity Act	Vote	Stephanie Brant	10 m
IV. Miscellaneous Board Items			8:15 PM
A. Retreat Action Items	Vote	William Rockwell	15 m
<ul style="list-style-type: none"> • Need to vote again to reflect accurate status of Emily Promise's current Board membership • Vote on Board Goals 			
B. School Beautification/Fall Prep	Discuss	James Lewis	5 m
<ul style="list-style-type: none"> • Jeff Lewis 			
V. Committee Updates			8:35 PM
First: Reminder to update front office			
A. Finance Committee	Discuss	Emily Promise	15 m
<ul style="list-style-type: none"> • Review of Finance Committee Documents • Relevant Discussion • Relevant Board votes as needed 			

	Purpose	Presenter	Time
B. Governance Committee	FYI	Polly Titcomb	10 m
C. Personnel Committee	Discuss	Katie Holt	5 m
D. Academic Excellence	Discuss	Jessica Xiarhos	10 m
E. Development & Communications	Discuss	Kimberly Nothnagel	10 m
F. DEI Committee	Discuss	Lindsay Smith	10 m
VI. Public Comment			9:35 PM
A. Public Comment	Discuss	Katie Holt	5 m
VII. Closing Items			9:40 PM
A. Recap Action Items	Discuss	Katie Holt	5 m
Clerk to review actions items, add any additional items discussed.			
B. Board Comments	FYI		5 m
C. Adjourn Meeting	Vote	Katie Holt	

Coversheet

June Report

Section: III. Head of School Report
Item: A. June Report
Purpose: FYI
Submitted by:
Related Material: Head of School Report 7_30_24.pdf



**Head of School Report
Stephanie Brant LICSW
July 30, 2024**

- i. Enrollment/Admissions Updates**
- ii. Staffing/Hiring Updates**
- iii. Student Opportunity Act: Review/Discussion/Vote to Approve**
- iv. Annual Report Review: Review/Discussion/Vote to Approve**
- v. Charter Renewal Report: Review/Discussion/Vote to Approve**
- vi. Updated policies for Medical/Weather Emergencies & Critical Incidents**
- vii. Miscellaneous Updates**

Coversheet

Annual Report

Section: III. Head of School Report
Item: B. Annual Report
Purpose: Vote
Submitted by:
Related Material: Draft of MCCPS 2023-2024 Annual Report .pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Annual Report

2023-2024

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

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Date Approved by Board of Trustees:

Date report submitted: 7/31/2024

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INTRODUCTION TO THE SCHOOL

Marblehead Community Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Marblehead, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	Marblehead, Swampscott, Nahant
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	230	Enrollment for 2023-2024	178
Chartered Grade Span	4-8	Grade Span for 2023-2024	4-8
Number of Instructional Days per School Year (as stated in the charter)	180-185	Students on Waitlist for 2023-2024	19
Number of Instructional Days during the 2023-24 School Year	185		
School Hours (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	Regular Hours: M/W/Friday: 7:45-2:30 T/Th: 7:45-3:20 After School Care: 3:20 to 5:30	Age of School in 2023-2024	29 years
Mission Statement: MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			



LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Marblehead Community Charter Public School (MCCPS) is in its 29th year of continuous operation and continues to set ambitious standards as an organization and for our students. A steadfast commitment to our mission, core values, and the commitments outlined in our charter serve as crucial indicators for our board and faculty, playing a pivotal role in driving the school towards achieving its aspirations.

The 2023-2024 school year began with a period of transition, including an interim Head of School, lower student enrollment than anticipated, and new leadership on the Board of Trustees. Despite these challenges, the presence of Ms. Brant as the interim leader allowed MCCPS students, faculty, and families to thrive without disruption or negative impacts. Under her steadfast guidance, the community at MCCPS experienced a newfound sense of unity and cohesion. As the school year progressed, it became clear to the Board of Trustees that Ms. Brant's leadership was instrumental in the growth and success of MCCPS. Her efforts in developing interdisciplinary leadership teams, forming partnerships with external organizations, and focusing on increasing student enrollment have been recognized and appreciated. Consequently, the Board of Trustees decided to permanently appoint Ms. Brant as Head of School, acknowledging her exceptional leadership and dedication to the institution.

The Board of Trustees at MCCPS is a dedicated and diverse group consisting of parents, community members, and teachers in accordance with our charter. Our annual audit results consistently demonstrate a strong financial and operational foundation. The high level of parent and community involvement is evident through the active participation of individuals serving on the Board and its committees, attending community events, and engaging with the PTO.

A vital component of MCCPS' achievements is the active role played by our teachers throughout the school community. Teachers serve on the Board, various committees, and leadership teams, fostering a collaborative environment. Regularly scheduled time for assessment, reflection, and ongoing improvement of the academic program ensures a cohesive and effective integration of

curriculum across all grade levels. This commitment to collaboration results in a meaningful and authentic educational experience for all students.

As we enter the 2024-2025 school year, much of the uncertainty that plagued the previous year has been resolved. The MCCPS community is filled with excitement as our enrollment numbers have seen improvement, both in terms of student retention and new student recruitment. Additionally, our faculty retention and satisfaction levels are higher than they have been in recent years. MCCPS has become a preferred destination for both students and faculty, creating a supportive learning environment that fosters community spirit.

In the upcoming school year, we will continue to focus on rejuvenating the board with the addition of new community members, as well as advancing the strategic priorities of the school and its faculty. Our ultimate goal is to elevate the school to new heights of achievement. Our mission is to empower children to reach their highest potential by becoming capable, self-determining, engaged individuals who are critical and creative thinkers. We are dedicated to ensuring that every student excels intellectually, artistically, socially, emotionally, and physically.

Sincerely,

Kathryn E. Holt
Chair, MCCPS Board of Trustees

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

As we conclude the 2023-2024 school year, we reflect on a period of transformative growth and renewed purpose within the MCCPS community. This year saw the appointment of our interim Head of School to the permanent Head of School position, marking the start of an exciting new era of leadership. Under this leadership, we introduced significant innovations, including the personalization block, which has enriched our students' educational journeys with tailored learning experiences. Our new Integrated Arts Department expanded opportunities for students to blend creative exploration with academic achievement. Highlights of the year included three inspiring public exhibitions of student work, where our students proudly showcased their creativity and the high expectations we hold them to, reflecting MCCPS's commitment to helping every student reach their full potential.

An important aspect of our success has been the strong sense of satisfaction and enthusiasm among our staff, as revealed in our climate survey. This survey reported high levels of job satisfaction and excitement about the direction MCCPS is heading under our new leadership. Regular staff calibration activities have ensured consistent and excellent teaching practices, while our new data analysis sessions have refined our instructional strategies, allowing us to better address our students' needs. Additionally, the successful implementation of our Social-Emotional Learning (SEL) curriculum has been pivotal in creating a supportive and empathetic school environment. As we celebrate the accomplishments of this past year, we also look forward to celebrating MCCPS' 30th anniversary next year. This milestone will be a testament to the unity, resilience, and dedication that have driven MCCPS forward and will continue to propel us into a future full of promise and opportunity.

FAITHFULNESS TO CHARTER

Mission, vision, educational philosophy and pedagogical approach:

MCCPS firmly embraces the capacity of all students to evolve, learn, and excel. Our faculty, staff, administration, parents, community members, and students are dedicated to ensuring that every student reaches their highest potential. Enormous energy and passion are invested regularly in pursuing our mission. The 2023-2024 school year began with enthusiasm and promise. We embraced our small class sizes, allowing for focused, individualized attention and support. Teacher retention remained high, highlighting our commitment to a stable and nurturing educational environment.

Throughout the year, we introduced several program enhancements to elevate our educational offerings. We integrated comprehensive data analysis to better understand and meet student needs, and bolstered our instructional coaching to support teachers in refining their practices and driving student success. These additions have reinforced our dedication to delivering a top-notch, personalized education while maintaining our core values and mission.

Looking ahead, we are particularly excited about the benefits of empowering teachers as leaders. This approach taps into the wealth of knowledge and experience within our faculty, fostering a culture of collaboration and shared responsibility. By elevating teacher voice and leadership, we cultivate an environment where educators can innovate and drive positive change, leading to more dynamic and responsive teaching. This model also strengthens our sense of community, as teachers work closely together to support each other and our students. We are confident that this focus on teacher-led leadership will enrich our educational program and continue to advance our mission, providing a superb learning experience for all students.

Key design elements

Throughout the current Charter Term, the school has steadfastly maintained its key design elements, creating a student-centered learning environment that emphasizes project-based learning, problem-solving, critical thinking, collaboration, creativity, and communication. This year, we proudly hosted three public exhibitions of student work at all five grade levels, showcasing the diverse projects and skills our students have developed. These exhibitions took place in November, March, and June, providing students with multiple opportunities to present their work to parents, teachers, peers, and the broader community.

In addition to the exhibitions, we implemented student-led conferences, utilizing portfolios as a tool for reflection and metacognition. These conferences allow students to take ownership of their learning, reflect on their progress, and set goals for their future growth.

We continued to use the Wonders ELA curriculum and Illustrative Math in grades 4 and 5, reinforcing our commitment to high-quality, structured learning. At the same time, we began reviewing high-quality instructional materials (HQIM) for the upper grades in ELA, ensuring our curriculum remains relevant and effective. To further enrich our mathematics instruction, we added Desmos to the upper grades, providing a dynamic and interactive approach to learning math concepts.

Our teachers have the autonomy to align their teaching with state frameworks while integrating these resources, which has led to robust and highly effective student learning experiences. This flexibility, combined with their expertise, has fostered a rich educational environment. Parents continue to play a vital role in our school community, actively participating in curriculum development, governance, enrichment programs, and the PTO, contributing substantially to the life of the school.

Teacher Leadership:

Teachers continued to be instrumental in advancing our academic program this year. They successfully connected the Criteria for Excellence, a set of critical skills and understandings aligned with the State's Curriculum Frameworks, to their units and performance assessments. By integrating these criteria into their curriculum and assessment design, they ensured that students could demonstrate their learning in meaningful and measurable ways.

Furthermore, teachers took on expanded roles within our school's leadership team, serving as key decision-makers and evaluators. They played a crucial part in overseeing the implementation of student learning goals and professional practice goals, using data to guide their strategies and ensure that our educational practices remain effective and aligned with our mission.

Teachers also led professional development sessions focused on co-teaching and project design, sharing their expertise and fostering collaborative approaches to teaching. This professional development has enhanced our faculty's ability to deliver high-quality, integrated learning experiences for all students.

Additionally, teachers continued to serve as representatives on our Board of Trustees and various Board committees, including Governance and Academic Excellence. In these roles, they provided valuable insights and ensured that the faculty's voice was represented in school governance and decision-making processes. This involvement has strengthened the connection between our educational practices and the overall strategic direction of the school.

As we move forward, teachers will continue to build on these accomplishments by linking assessments directly to the Criteria for Excellence in their grade books and student digital portfolios. This approach will further enhance our ability to track and support student progress in a structured and transparent manner.

Project-Based Learning & Student-Centered Learning Environment:

At MCCPS, our commitment to Project-Based Learning (PBL) continued to shape our educational approach, fostering higher-order thinking, student-centered learning, and real-world applications. Over the past year, we deepened this commitment through ongoing professional development focused on enhancing PBL strategies and maintaining rigorous project standards. Our faculty participated in sessions that refined their skills in creating impactful projects, particularly emphasizing "authenticity, voice, and choice." Teachers also received coaching on maintaining project focus through intentional daily activities, which solidified their confidence in planning and executing meaningful projects.

Our emphasis on PBL and high expectations was evident in the diverse and engaging projects showcased during our three public exhibitions. These events provided platforms for students to present their work to the community, demonstrating their ability to apply classroom knowledge to real-world challenges.

Each grade level's projects highlighted critical thinking, collaboration, and creative problem-solving, underscoring our commitment to student-centered learning. Here are some examples from each grade level.

4th Grade Projects:

- National Parks Project: Students analyzed data on park visits and created persuasive materials, such as brochures and essays, to attract visitors to their chosen parks. This project emphasized evaluating information, crafting coherent arguments, and integrating personal interests, which allowed students to express their creativity and take ownership of their learning.
- Bridge Project: This project focused on collaborative problem-solving and critical analysis. Students brainstormed and researched the historical and engineering aspects of bridge designs, documenting iterative changes in their models. This process encouraged teamwork and deepened their understanding through practical application and reflection.

5th Grade Project:

- Creative Narratives: During the third trimester, 5th graders crafted and shared stories with kindergartners, demonstrating higher-order thinking and student-centered learning through storytelling. They engaged deeply in planning and organizing narratives tailored for young audiences, which enhanced their critical thinking and empathy. Sharing these stories provided immediate feedback, fostering a sense of accomplishment and reinforcing communication skills.

6th Grade Project:

- Tiny House Project: Students synthesized information from various experts, including architects and tiny house builders, to design and model tiny houses. This project bridged classroom learning with real-world applications, developing critical thinking and fostering connections with practical scenarios.

7th Grade Project:

- Natural Disaster News Report: Students analyzed historical data on natural disasters, differentiating between hazards and disasters, and inferred patterns of recurrence. This project engaged them in complex problem-solving and connected their research to real-world disaster preparedness, enhancing their analytical skills.

8th Grade Project:

- Civic Engagement Projects: Eighth graders applied their knowledge of civic responsibility to independently designed projects addressing community needs. This autonomy fostered a deep connection to their work, encouraging exploration of personal interests and the application of classroom learning to real-world contexts.

Throughout the year, our school supported student-centered learning through PBL. Each project provided opportunities for students to choose topics, explore their interests, and take ownership of their learning. This approach empowered students to see their learning's impact beyond the classroom and fostered a sense of agency and responsibility.

Additionally, we implemented student-led conferences, enhancing our commitment to student-centered learning. These conferences allowed students to take a lead role in reflecting on their progress, setting goals, and engaging in meaningful dialogues with parents and teachers.

At MCCPS, we believed in the transformative power of PBL to cultivate lifelong learners capable of critical thinking, problem-solving, and meaningful engagement with the world around them.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
	NONE REQUESTED	

CRITERION 2: ACCESS AND EQUITY

STUDENT DEMOGRAPHIC INFORMATION

Enrollment by Race and Ethnicity 2023-2024

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	6.9
Asian	2.3
Hispanic	16.6
Native American	0
White	68.0
Native Hawaiian, Pacific Islander	0.6
Multi-Race, Non-Hispanic	5.7

Selected Populations 2023-2024

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	18.3
English Language Learner	14.3
Low-income	28.0
Students with Disabilities	22.9
High Needs	52.6

Student Discipline Report 2022-2023

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	234	12	0.4	5.1	0.0
English Learner	25	2	0.0	0.0	0.0
Economically Disadvantaged	58	6	1.7	10.3	0.0
Students with Disabilities	67	6	0.0	9	0.0
High Needs	112	10	0.8	8.2	0.0
Female	113	4	0.0	0.0	0.0
Male	121	8	0.0	6.6	0.0
American Indian or Alaska Native	0.0	0.0	0.0	0.0	0.0
Asian	5	0.0	0.0	0.0	0.0
African American/Black	13	1	0.0	0.0	0.0
Hispanic/Latino	32	6	0.0	18.8	0.0
Multi-race, Non-Hispanic/Latino	16	0.0	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0	0.0
White	168	5	0.0	0.0	0.0

MCCPS has implemented several strategies to reduce the use of in- and out-of-school suspensions and address disparities in suspension rates among student groups. One of the key initiatives is the implementation and use of restorative justice practices, which focus on building relationships, promoting communication, and resolving conflicts in a positive and constructive manner. This approach encourages students to take responsibility for their actions, make amends, and learn from their mistakes, rather than simply being punished through suspension.

Additionally, we have implemented several initiatives to support the development of prosocial skills among our students. We completed our first full year of tracking both positive and negative data on student behaviors, and have begun shifting our focus towards implementing positive interventions and supports rather than consequences. Our staff has received regular training that highlights student misconduct as a skill deficit, emphasizing intervention and support. Additionally, MCCPS has implemented a school-wide social-emotional curriculum to promote skill building and open communication between students and staff, delivered by classroom teachers.

Our Dean of Students closely monitors student discipline systems and processes to ensure that they are fair and equitable for all students. This includes regularly reviewing behavior referrals and suspension data to identify any patterns or disparities among student groups and creating targeted interventions and support for students who violate school rules.

We are committed to creating a positive and inclusive learning environment where all students feel safe, respected, and supported. By implementing restorative justice practices, monitoring discipline systems for disparities, fostering the development of prosocial skills and open communication with our students, and providing on-going training to staff, we are working to reduce the use of suspensions and ensure that all students receive fair and equitable treatment.

CRITERION 4: DISSEMINATION

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Student Led Conferences and Digital Portfolios	Participation in conferences	Director of Teaching and Learning for Humanities Director of Teaching and Learning for Math and Science	MassCUE conference	MCCPS teacher leaders presented on the effective integration of student-led conferences and digital portfolios in our curriculum. They highlighted how these tools fostered student ownership of learning by allowing students to reflect on their progress, set goals, and showcase their achievements. The digital portfolios provided a dynamic and accessible platform for students to document and track their growth over time. Attendees were particularly interested in how these practices empowered students to take an active role in their education and facilitated meaningful dialogues among students, parents, and teachers.
Project-Based Learning and Integration	3 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents(current and prospective), educators, alumni, and community members	At three public Exhibitions, MCCPS students showcased their performance assessments through a variety of engaging projects. Each project demonstrated how students applied their classroom knowledge to real-world scenarios, emphasizing critical thinking, collaboration, and creativity. From designing tiny houses to analyzing national park data, the exhibits highlighted the depth and breadth of students' learning. The event provided a valuable opportunity for students to present their work to the community, showcasing their achievements and the practical relevance of their education.
Raise awareness, promote understanding and inspire action	In conjunction with the MCPSA, created an Op-Ed on the need for universal funding of school meals in Massachusetts.	Head of School and Director of Food Services	The Op-Ed was developed in partnership with the Mass Charter Public School Association and shared in local, state and national media	This effort joined a statewide movement to make free school meals to school-aged children in Massachusetts permanent. The Governor of Massachusetts subsequently funded universal free meals for all school-aged children in grades K-12 as part of the 2024 state budget.

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
	The article was nationally shared and distributed via social media and online.		news outlets both in print and on-line.	
Raise awareness and promote understanding	Documentary	Head of School, MCCPS Board, Director of Food Services, School Counselor, Business Manager, Teachers	Nationally featured in news outlets online	This documentary had a community impact, and resulted in a large donation to our school's Food Pantry from a nationally owned supermarket seeking to support our school's efforts to battle food insecurity in Massachusetts and support our local community. MCCPS students support the Director of Food Services in the operation of the food pantry.
Presentation of projects at local preschool and elementary school	Fifth grade students wrote, illustrated and published original children's storybooks. Students took their books to a local preschool and kindergarten to read their work aloud.	5th Grade teaching team and Art teacher	Local Marblehead Public Elementary School. 38 students shared stories in 4 Kindergarten classrooms	As a project-based learning school, this activity taught students about the role of an author. From developing their own original story to illustrating their work and then reading it aloud to the intended audience, this connected MCCPS students to other schools. MCCPS teachers also had the opportunity to connect with other teachers as part of this project.
Tech Literacy Programming	The Director of Teaching and Learning showcased a	Director of Teaching and Learning	Third grade classroom at a Marblehead Public School	This hands-on session demonstrated key elements of Charter's tech literacy program, engaging students with interactive activities. The

Best Practice Shared	Vehicle for Dissemination (Describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
	sampling of our tech literacy curriculum by leading a class at a local elementary school.			initiative highlighted Charter's curriculum's effectiveness in enhancing tech literacy among young learners.
Advocacy and awareness of charter schools as a high-quality education option for families on the North Shore	Speaking engagement at the Rotary Club of Marblehead Harbor	Head of School	Community members, local business owners	Increased partnership with local business owners for community service and service learning opportunities
Partnership with Salem State University	Integration of pre-practicum students into MCCPS classrooms for observational and co-teaching experiences.	School Administration, Teachers and Classroom Instructors, Special Education Coordinators	Undergraduate and graduate pre-practicum students from a local public university educator preparation program	Pre-practicum students gained valuable experience working with diverse populations of students, enhancing their teaching skills, while MCCPS students benefited from additional support and interaction. Resulting artifacts included completed documentation forms, student feedback, and shared best practices for inclusive teaching. The partnership strengthened ties between MCCPS and Salem State University, fostering ongoing collaboration and partnership and could assist in developing a pipeline of teachers.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

The MCCPS School Report Card

MCCPS uses the iReady Diagnostic assessment three times a year to track student progress. The end of year i-Ready data reveals several positive trends across various grades in both reading and math. In reading, Grade 4 shows a median progress toward typical growth at 167%, with 58% of students at grade level. Grade 5 displays a median progress of 137%, with 65% of students at grade level. Grade 6 has a median progress of 109% and 68% of students at grade level. Notably, Grade 7 stands out with a 259% median progress, though 52% of students are at grade level. Grade 8 maintains a median progress of 125%, with 62% of students at grade level.

In math, the data highlights substantial improvements. Overall, there is a 70% median progress toward typical growth with 56% of students at grade level, a significant increase from 35%. Grade 5 shows an 83% median progress with 49% of students at grade level, up from 21%. Grade 7 demonstrates remarkable growth with a 167% median progress, where 44% of students are now at grade level, improving from 23%. Grade 8 also exhibits a positive trend with a 105% median progress and 38% of students at grade level, up from 25%.

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CRITERION 6: PROGRAM DELIVERY

Teachers at MCCPS continue to align their instruction with the MA curriculum standards and the school's newly adopted Criteria for Excellence. This framework guides teachers not only on curriculum content but also on effective content delivery and the development of a wide variety of student skills. The Criteria for Excellence were developed with input from various national organizations such as the NSTA, NAFME, and the National Council of Social Studies, ensuring comprehensive coverage of all standards and criteria. Teachers used data from MCAS, iReady, and IXL to inform their instruction, continually refining their approach based on student performance data.

Staff engaged in multiple sessions of data analysis, including full faculty analysis sessions and weekly team planning sessions. These sessions focused on using data to set SMARTER goals aimed at improving student performance, particularly for specific student groups to close the achievement gap. Teachers met weekly with grade-level teams and content-level departments to review student performance data, receive feedback on curriculum materials, and plan co-teaching sessions. This collaborative approach ensures that all standards and criteria are covered and that instruction is tailored to meet the needs of all students.

Within this framework, teachers at MCCPS possess autonomy over the skills focus, content delivery, pacing of learning experiences, and assessment techniques in their classrooms. They make informed decisions about how to support all students, with guidance from administrators and co-teachers. IXL has been instrumental in fostering personalized remediation, allowing teachers to assign specific skills to students needing additional practice. It adapts to students' abilities, making it an excellent tool for exposing students to accelerated concepts after demonstrating mastery. This comprehensive approach ensures a high-quality, standards-aligned curriculum that meets the diverse needs of all students.

Our new leadership team has taken significant steps to enhance instructional quality and teacher support at MCCPS. One key initiative was adopting the rubric from TNTP to conduct classroom walkthroughs. This rubric helps us look for evidence of high expectations and teacher efficacy in every classroom. The leadership team participated in calibration activities to align their expectations for teachers, ensuring consistency and fairness in evaluations. By using this rubric, we are able to provide detailed, constructive feedback to teachers, helping them to refine their practices and maintain high standards across all classrooms.

In addition, MCCPS revamped the teacher evaluation system to include more frequent classroom observations and instructional coaching sessions. This change allows the leadership team to gather more comprehensive insights into teaching practices and provide ongoing, tailored support to teachers. Increased observations and coaching sessions foster a culture of continuous improvement, enabling teachers to enhance their instructional strategies and better meet the needs of their students. This approach not only improves teaching quality but also boosts teacher morale and professional growth.

The leadership team also collaborated more closely with teachers to ensure that projects align with the Criteria for Excellence. This ensures all projects demand higher-order thinking and prioritize student-centered learning. By focusing on these criteria, teachers are better equipped to design challenging and engaging learning experiences that promote critical thinking and problem-solving skills. This alignment with the Criteria for Excellence guarantees that students are consistently exposed to rigorous academic tasks that prepare them for future success.

Moreover, the leadership team reviewed classrooms and instructional materials for cultural responsiveness and inclusivity. This initiative ensures that all students feel seen, valued, and respected in their learning environments. By incorporating diverse perspectives and materials, we create a more inclusive and supportive school culture that reflects our commitment to equity. This review process benefits students by providing them with a richer, more relevant educational experience that acknowledges and celebrates their diverse backgrounds.

In conclusion, this year at MCCPS has been marked by significant achievements in alignment with our charter's focus on personalization, student and teacher empowerment, and performance-based assessments. Teachers effectively used data to refine instruction, set SMARTER goals, and provide targeted support through the Learning Acceleration Block. The leadership team's adoption of the TNTP rubric and revamped teacher evaluation system fostered a culture of continuous improvement and high expectations. Collaboratively, we ensured that all projects aligned with the Criteria for Excellence, promoting critical thinking and inclusivity. These efforts have culminated in a high-quality, standards-aligned curriculum that meets the diverse needs of our students and empowers our educators.

School Culture:

1. Implemented CASEL (the Collaborative for Academic, Social & Emotional Learning) certified curriculum *Character Strong*: Fostered social-emotional learning and character development in students.
2. Held Daily Community Meetings: Built a sense of community and belonging among students and staff.
3. Ran 7th and 4th Grade Mentoring Program: Encouraged cross-grade relationships and peer support.
4. Introduced Anti-Bullying Pledge: Promoted a safe and respectful school environment.
5. Organized Smaller Lunches and Recesses: Created more manageable and inclusive social settings.
6. Increased Staff Supervision: Enhanced safety and supported positive student behavior.
7. Established Structured Dismissal Procedure: Ensured a calm and orderly end to the school day.
8. Conducted Regular Staff Development on Positive Behavior Interventions: Equipped staff with strategies to support student behavior and promote a positive culture.
9. Launched Student Recognition Programs: Celebrated student achievements and reinforced positive behaviors.
10. Facilitated Parent and Community Engagement Initiatives: Strengthened the connection between the school, families, and the broader community through meetings with the leadership team and the creation of a DEI committee.

Academics:

1. Administered iReady Diagnostic: Conducted iReady diagnostic assessments three times a year to monitor student progress and identify areas for improvement.
2. MCAS and iReady Data Analysis: Analyzed data from MCAS (Massachusetts Comprehensive Assessment System) and iReady to inform instruction and interventions.
3. Learning Acceleration Block: Introduced a dedicated block of time in the schedule for learning acceleration, focusing on targeted support for students who needed it.
4. Data Reviews at Team Plans: Conducted regular data reviews during team planning sessions to ensure instructional decisions were data-driven and addressed student needs.
5. Variety of Assessment Methods: Used a variety of assessment methods, including formative, summative, and performance-based assessments, to gather comprehensive data on student learning.
6. New Teacher Evaluation Process: Implemented a new teacher evaluation process that focused on instructional effectiveness, student growth, and professional development.
7. SMARTIE Goals with Emphasis on Equity: Set Specific, Measurable, Achievable, Relevant, Time-bound, and Equitable (SMARTIE) goals to close the achievement gap and ensure all students had access to high-quality education.
8. Professional Development: Provided ongoing professional development opportunities for teachers to enhance their instructional practices and stay current with educational research and best practices.
9. Curriculum Alignment: Ensured that the curriculum was aligned with state standards and included rigorous and relevant content that prepared students for college and careers.
10. Instructional Coaching: Offered instructional coaching to teachers to support effective teaching strategies and improve classroom practices.
11. Technology Integration: Integrated technology into the classroom to enhance learning experiences and provide students with digital literacy skills.

12. Differentiated Instruction: Implemented differentiated instruction strategies to meet the diverse learning needs of students and ensure all students could succeed.

13. Collaborative Learning: Promoted collaborative learning environments where students could work together to solve problems and engage in critical thinking.

14. Extracurricular Activities: Offered a range of extracurricular activities, including clubs, sports, and arts programs, to support student engagement and development.

15. Community Partnerships: Developed partnerships with local businesses, organizations, and higher education institutions to provide additional resources and opportunities for students.

16. Student Leadership Opportunities: Created opportunities for student leadership and voice in school decision-making processes.

17. Continuous Improvement Cycle: Implemented a continuous improvement cycle that involved regular reflection, feedback, and adjustment of instructional practices and programs.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE

Provide the date the board of trustees **voted to approve** the FY25 budget.

Unaudited FY24 Income Statement	
	Total
Income	
4005 STATE ALLOCATION	3,162,799.00
4010 FEDERAL & STATE GRANTS	111,660.00
4020 SCHOOL LUNCH	142,722.18
4030 STUDENT ACTIVITIES	52,753.45
4040 INVESTMENT INCOME	7,802.34
4050 OTHER INCOME	65,149.46
4055 STUDENT SUCCESS FUND	11,113.20
4060 CONTRIBUTIONS	638.71
4080 REIMBURSEMENTS	43,304.96
4090 FUNDRAISING	22,793.06
Total Income	\$ 3,620,736.36
Gross Profit	\$ 3,620,736.36
Expenses	
5000 PERSONNEL	2,590,742.48
5140 BENEFITS	361,026.73
5150 STAFF DEVELOPMENT	16,595.33
5160 SEARCH COSTS	2,232.85
5200 DIRECT STUDENT SUPPORT	99,916.61
5261 STUDENT ACTIVITY	45,631.98
5270 SCHOOL LUNCH EXP	70,151.25
5300 OCCUPANCY	183,713.73
5400 OFFICE & ADMIN	267,714.30
6100 DEPRECIATION	125,837.00
Total Expenses	\$ 3,763,562.26
Net Operating Income	-\$ 142,825.90
Net Income	-\$ 142,825.90

FY24 Balance Sheet	
	Total
ASSETS	
Current Assets	
Bank Accounts	
1040 Petty Cash (4534)	956.02
1070 Checking (4542)	107,004.62
1072 RT Operating (8934)	274,131.94
1073 RT Payroll (8947)	35,591.68
1074 Board Restricted (0623)	257,492.89
1075 CapEx (2523)	2,750.05
1085 PayPal	20,730.32
1090 FoodService (5077)	33,205.23
Total Bank Accounts	\$ 731,862.75
Accounts Receivable	
1201 Grants Receivable	102,866.00
Total Accounts Receivable	\$ 102,866.00
Other Current Assets	
1310 Prepaid Expense	858.00
Total Other Current Assets	\$ 858.00
Total Current Assets	\$ 835,586.75
Fixed Assets	
1530 Building Improvements	498,598.17
1531 Fixed Assets	71,377.31
1532 17 Lime Street	3,562,600.00
1533 Land - 17 Lime Street	687,400.00
Total 1532 17 Lime Street	\$ 4,250,000.00
1599 Accumulated Depreciation	-1,057,131.50
Total Fixed Assets	\$ 3,762,843.98
TOTAL ASSETS	\$ 4,598,430.73
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	-1,750.57
Total Accounts Payable	-\$ 1,750.57
Other Current Liabilities	
2110 Accrued Payroll	114,922.01
2110-25 Payroll Liabilities	4,721.34

2110-30 403B	600.00
2160-25 MTRB Liability	51,892.97
2190-25 Payroll Clearing Account	2,856.86
2230 Accrued Expenses	39,897.77
Total Other Current Liabilities	\$ 214,890.95
Total Current Liabilities	\$ 213,140.38
Long-Term Liabilities	
2613 Rockland Trust	3,291,043.52
Total Long-Term Liabilities	\$ 3,291,043.52
Total Liabilities	\$ 3,504,183.90
Equity	
3900 Retained Earnings	1,237,072.73
Net Income	-142,825.90
Total Equity	\$ 1,094,246.83
TOTAL LIABILITIES AND EQUITY	\$ 4,598,430.73

FY25 Operating Budget	
Income	
4005 STATE ALLOCATION	\$3,644,390
4040 INVESTMENT INCOME	\$100
4050 OTHER INCOME	\$3,000
4051 17 LIME RENT	\$28,900
4054 MISC INCOME	\$1,200
4056 HOMEWORK CLUB	\$10,000
4055 STUDENT SUCCESS FUND	\$10,000
4060 CONTRIBUTIONS	\$5,000
4080 REIMBURSEMENTS	\$10,000
4090 FUNDRAISING	\$50,000
Total Income	\$3,762,590
Expenses	
5000 PERSONNEL	

5010 SALARIES	\$2,454,123
5100 PAYROLL TAXES	\$150,000
5140 BENEFITS	\$365,343
5150 STAFF DEVELOPMENT	\$10,000
5160 SEARCH COSTS	\$2,300
5200 DIRECT STUDENT SUPPORT	
5202 Furnishings	\$5,000
5203 Student Success Fund	\$10,000
5210 Teachers supplies	\$5,000
5211 Instructional Equipment	\$15,000
5215 Curriculum supplies	\$5,000
5220 Student supplies	\$5,000
5221 SPED supplies	\$1,500
5222 SPED Services	\$1,500
5240 Computer Support	\$2,000
5241 Technology - Hardware	\$5,000
5242 Technology-Software	\$4,500
5250 Nursing supplies	\$1,500
5255 Homework Club	\$5,000
5260 Enrichment	\$5,000
Total 5200 DSS	\$71,000
5300 OCCUPANCY	
5320 Maintenance	\$70,000
5330 CustSvc	\$42,000
5340 CustSupplies	\$8,500
5351 Utilities	\$95,000
Total 5300 OCCUPANCY	\$215,500

5400 OFFICE & ADMIN	
5405 FundraisingExp	\$2,500
5410 Supplies	\$5,000
5430 Accounting	\$25,000
5431 Legal	\$10,000
5435 Marketing	\$5,000
5440 PayrollSvc	\$5,500
5450 Print & Copy	\$1,200
5460 Postage	\$3,500
5470 General Liability Insurance	\$32,000
5480 Board	\$8,500
5486 HoS Discretionary	\$1,500
5487 Admissions	\$6,500
5492 Mortgage Interest	\$165,097
5497 Bank Chrg	\$1,000
Total 5400 OFFICE & ADMIN	\$272,297
6100 Depreciation	\$107,508
Total Expenses	\$3,648,072
Net Operating Income	\$114,518
<p>Approved by the MCCPS Board of Trustees: March 26, 2024</p>	

FY25 Capital Plan			
Description	Status	Est. Cost	Financing
Space needs analysis of warehouse space w/architect incl. plans, schematics, conceptual drawings & estimates	Initial analysis complete, sent for revisions	\$38,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY26	\$12,500	Operating capital
Completion of build-out (8,500 sf x \$500/sf)	FY28	\$4,250,000	Capital campaign
Renovation of existing classrooms & offices	FY28	\$1,500,000	Capital campaign

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	204
Number of students upon which FY25 budget tuition line is based	190
Number of expected students for FY25 first day of school	199
<p><i>We budget conservatively each year. We are projecting a slightly lower enrollment than our 3/15 pre-enrollment submission due to being informed by 5 students that they are not returning. We will hold a 3 lottery on August 15th and expect to add students to our enrollment from this lottery.</i></p>	

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

FAITHFULNESS TO CHARTER

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: (for KDE 1): MCCPS will implement a system that empowers teachers to support one another in the lesson design and implementation process while committing to take ownership of our pursuit toward a culture of continuous improvement.		
<p>Measure:</p> <p>Each year the Humanities, Math/Science, World Language, and Inclusion teachers will participate in the Dutch system of "Leerkracht" (Teaching Force) program that promotes collaborative lesson design, peer observations, and real-time feedback to participants. Teachers participating in this program will meet weekly. Teachers will observe peers and be observed by peers a minimum of once per month.</p>	<p>Not Met</p>	<p>Although the goal was not met due to the staff's decision to forgo the protocols of the "Leerkracht" (Teaching Force) program after a number of trained members left the school and the integrated arts department was entirely new, there were still significant positive outcomes. Specifically, while the staff did not fully implement the "Leerkracht" protocols as defined, 100% of the staff reported collaborating with peers on lesson design and implementation. Additionally, 50% of teachers participated in peer observations, carrying out the most fundamental practices of the Teaching Force.</p> <p>The intended outcome was for all Humanities, Math/Science, World Language, and Inclusion teachers to engage in the Dutch "Leerkracht" program, which promotes collaborative lesson design, peer observations, and real-time feedback. Teachers were expected to meet weekly, observing and being observed by peers at least once per</p>

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		month. While these specific protocols were not adhered to, the spirit of collaboration and peer support was still evident among the staff.
<p>Measure: Each year, each member of the faculty who are participating in the Teaching Force work will lead at least one professional development or mentoring activity. This work may be reflected in the teacher evaluation process.</p>	<p>Not Met</p>	<p>The goal was not met as the staff elected to forgo implementing the "Teaching Force" program after several trained members left the school, and the integrated arts department was entirely new. Consequently, the specific protocols of the "Teaching Force" were no longer in place. However, the faculty adapted by taking a proactive approach in professional development. Teachers led professional development sessions on co-teaching and lesson design, ensuring that these critical areas were still addressed.</p> <p>Furthermore, the leadership team, composed of teachers who facilitated school-wide professional development, played a significant role in maintaining the collaborative culture. Each year, faculty members involved in the Teaching Force work were expected to lead at least one professional development or mentoring activity. This work was also reflected in the teacher evaluation process. Despite not meeting the original goal, the</p>

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		commitment to professional growth and collaboration remained strong among the staff.
Objective: (for KDE 2): MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.		
Measure: Twice a year, teachers at each grade level will collaborate to create project-based learning experiences that include the development of higher-order thinking skills. Recent past exhibitions have focused more on the product than the process of learning. This objective is driving our collective goal of upgrading the quality of the Exhibitions and the overall experience for both students and parents/community members.	Met	The goal was met, with 100% of teachers implementing performance-based assessments that called for higher-order thinking. This collaborative effort significantly upgraded the quality of Exhibitions and enhanced the overall experience for students, parents, and community members.
Measure: Each semester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to the school's Criteria for Excellence, which are aligned to NCTM, NAME, and MA Curriculum Frameworks.	Met	By the end of the year at least 80% of the students at each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards. The Criteria of Excellence was updated by our teachers this year, the first year of implementing and aligning the Criteria with lessons/unit plans.
Objective (for KDE 3): MCCPS will employ a digital portfolio system to document student achievement and growth.		

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<p>Measure: Each trimester, 100% of students will document a project-based learning assessment and reflection for each of the core subjects of English language arts, math, science, global studies, world language, art, and music.</p>	<p>Met</p>	<p>The goal was met, with 100% of students successfully posting work from all core subjects to a digital portfolio and showcasing their achievements at a student-led conference. Each trimester, students documented a project-based learning assessment and reflection for English Language Arts, Math, Science, Global Studies, World Language, Art, and Music.</p> <p>This comprehensive approach ensured that students not only engaged in project-based learning but also reflected on their progress and shared their accomplishments with peers, teachers, and parents, enhancing both their understanding and communication skills. The digital portfolios and student-led conferences provided a platform for students to take ownership of their learning and celebrate their growth across all subjects.</p>
<p>Measure: Each trimester, 100% of students will track their progress toward our criteria for excellence in each of the core subjects of English language arts, math, science, global studies, world language, art, and music. Students will identify strengths and areas for growth while reporting out their findings midway through the year in a student-led conference.</p>	<p>Not Met</p>	<p>100% of students posted work to their digital portfolio and participated in a student-led conference, but only sometimes made a direct connection to the Criteria for Excellence. Students connect their work to the criteria through a portfolio entry and reflection process with their teachers. When introducing a project or</p>

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		assessment, teachers identified what skills within the Criteria for Excellence students would be addressing. Students used this information as part of their headings for portfolio entries and students used rubrics to assess their progress on specified criteria as part of their reflection for portfolio entries. However, not all teachers connected projects/ assessments to criteria for students to reflect on. We will continue connecting the content of the portfolios to the Criteria next year.

DISSEMINATION

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: Objective: MCCPS will disseminate its practice regarding Project-Based Learning & Peer Observations to other schools in Massachusetts.		
Measure: By the end of the 2024-2025 school year, members of the faculty and administration will have shared effective practices in project-based learning with colleagues from the sending district and at conferences.	Met	The goal was met through several initiatives. Fifth graders shared their narratives with a local kindergarten classroom, showcasing effective practices in project-based learning and fostering a collaborative learning environment. Additionally, our technology teacher conducted a demonstration of our tech literacy class, highlighting innovative approaches to integrating technology into the curriculum. These efforts allowed faculty and administration to share effective practices not only within our school but also with colleagues from the sending district and at conferences, thereby fulfilling our objective for the 2023-2024 school year.
Measure: By the end of the 2024-2025 school year, representatives of our school will present to at least two conferences each year on our system of peer observations (Teaching Force).	Not Met	The goal was not met due to the school's transition away from the Teaching Force program. However, the directors of Teaching and Learning represented our school by presenting at the MassCUE conference. Their presentations on student-led conferences and digital portfolios highlighted key aspects of our programming at the charter, showcasing our commitment to innovative

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
		educational practices even as we moved away from the original Teaching Force system.

REACH OBJECTIVES AND MEASURES (IF APPLICABLE)

	2023-24 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples)
Objective:		
Measure:		
Measure:		
Objective:		
Measure:		
Measure:		

*Add or remove rows as needed.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

RECRUITMENT PLAN 2024-25

2023- 24 Implementation Summary:

In an effort to increase our school's enrollment for the 2024-2025 school year, we launched a comprehensive recruitment campaign aimed at reaching a wider audience and attracting prospective families to our school. One of the key strategies we implemented is an increase in newspaper advertisements. Attention-grabbing full and half-page ads were run in local newspapers to ensure maximum exposure and increase awareness about our school in the community. Additionally, we featured articles about the accomplishments and awards of our staff members, who were recognized for their outstanding achievements in their respective fields. This spotlight on our dedicated and talented faculty further reinforces the high standards of excellence that are upheld at our school, showcasing the caliber of educators who are committed to providing an exceptional learning environment for our students.

In addition to the newspaper ads, several times throughout the year we enhanced our visibility by displaying a banner over Tedesco Road entering Marblehead. This prominent placement of this sign draws attention to our school as an option for students seeking choice in their child's education.

Our social media presence has been bolstered with weekly posts that highlight special events and activities happening at our school. To complement these posts, we have created engaging videos that showcase the vibrant and dynamic atmosphere of our school, providing a glimpse into the enriching experiences we offer to our students. To effectively manage and enhance our social media outreach, we have hired a dedicated social media coordinator who is responsible for curating content, engaging with our online community, and optimizing our digital presence to effectively reach our target audience. This strategic addition to our recruitment activities ensures that our social media platforms serve as valuable resources for prospective families, providing them with a window into the daily life and educational excellence that defines our school.

To keep prospective families informed and engaged, we have established a weekly newsletter that provides updates on the latest happenings at our school. This newsletter serves as a valuable resource for families considering enrollment, offering insights into the educational opportunities and community events that make our school unique. Additionally, we have expanded our outreach efforts by hosting an extra open house, providing families with the opportunity to visit our campus, meet with faculty and staff, and learn more about our programs and curriculum.

Furthermore, we have launched a second mailing campaign targeted at our school's sending districts to raise awareness about the benefits of choosing our school for their children's education. As part of our efforts to foster community connections, we have invited prospective families to participate in

various events, such as our school's talent show and a magic show designed to welcome new families. These initiatives underscore our commitment to showcasing the excellence of our school and welcoming new students into our inclusive and supportive learning environment.

List the school's general recruitment activities, i.e. those intended to reach all students.

- General Recruitment Activities for 2024-25:**
- Increased newspaper advertisements
 - Featured articles about staff accomplishments and awards
 - Displayed banner over Tedesco Road
 - Bolstered social media presence with weekly posts and engaging videos
 - Hired dedicated social media coordinator
 - Established weekly newsletter
 - Expanded outreach efforts by hosting an extra open house
 - Launched second targeted mailing campaign to engage the school's sending districts
 - Invited prospective families to participate in school events

Recruitment Plan – 2024-25 Strategies
List strategies for recruitment activities for each demographic group.

Students with disabilities/ Special education students

(b) Continued 2023-24 Strategies	
<p>(a) CHART data School percentage: 22.90% GNT percentage¹: CI percentage: 16.27%</p> <p>The school is above GNT percentages and above CI percentages</p> <p>The school <u>above</u> CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed Met GNT/CI: no enhanced/additional strategies needed</p> <p>a. The Student Services Coordinator or a special educator will be present at each open house to answer questions and describe the program.</p> <p>b. The Student Services Coordinator will be available to meet with parents when requested—before, during, or after school. Email questions will be answered in a timely manner.</p> <p>c. All enrollment/recruitment information that is sent to parents/posted on the school's website will be non-discriminatory, will communicate that children with disabilities are welcome, and that all will be supported at MCCPS.</p> <p>d. Members of the Special Education Parent Advisory Council will be encouraged to attend open houses in order to answer questions and describe their experiences with the teachers and special education program.</p> <p>e. The SEPAC will meet monthly in order to support parent needs, and it will schedule parent learning activities at least two times per year.</p>

1

Recruitment Plan – 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>f. Opportunities to highlight the successes of students with disabilities will be explored.</p>
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
English learners²/ Limited English-proficient students	
<p>(a) CHART data</p> <p>School percentage: 14.30%</p> <p>GNT percentage³: 2.5%</p> <p>CI percentage: 2.3%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Application materials will be available on the school’s website and in print in English, Spanish, French, and Russian. Translations in other languages will be made available upon request. 2. All admissions/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that LEP/ELL students are welcome, and that all will be supported to reach their highest potential. 3. Print ads will include text that welcomes LEP/ELL students. 4. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Peabody (Lynn and Salem are at-cap) 5. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar. 6. The school will create connections with local churches and community groups that serve LEP/ELL students. 7. Translators will be available at open houses, upon request. 8. The school will leave translated copies of flyers and applications at adult ESL programs in Peabody (Salem and Lynn are at-cap). 9. The school partners with a local company to provide interpreters for phone calls and meetings

²
³

Recruitment Plan – 2024-25 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<p>(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed.</p> <p>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Low-income/ Students eligible for free or reduced lunch	
<p>(a) CHART data</p> <p>School percentage: 28%</p> <p>CI percentage: 10%</p> <p>The school is <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school's website will be non-discriminatory, will communicate that MCCPS does not discriminate for any reason, and will encourage students who are eligible for free or reduced lunch to apply. 2. Access to the application for free/reduced lunch will be sent to all families in the summer mailing, and it will be posted on the school's website at: https://www.marbleheadcharter.org/foodservicedocs/ 3. The availability of scholarships for field trips and other school activities will be included in promotional information about the school. 4. The school counselor will serve as a liaison for low-income families to ensure that they are aware of the resources that are available to them. 5. No child will be excluded from a class trip or field trip due to an inability to pay. 6. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services. 7. Reminders for parents regarding the ability to apply for free/reduced lunch will be included in the school's newsletters monthly. <hr/> <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information will be non-discriminatory, will communicate that sub-proficient students are encouraged to apply, and that programs are in place to support them. 2. Enrollment information will include descriptions of staffing (including inclusion specialists at each grade level), class size, student to teacher ratio, and the availability of additional instruction in math and writing, Homework Club, and summer programming.

	<p>3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website.</p> <p>4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website.</p> <p>5. Parents will be notified as soon as possible when concern arises about academic performance.</p> <p>6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing.</p> <p>7. Professional development for teachers will address strategies for optimizing student growth and achievement.</p> <p>8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.</p> <p>9. Of note is that this will be based on internal data, as there was no MCAS administration in 2019-20.</p> <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <p>1. Faculty, staff, and/or administrators will be available to meet with parents and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.</p> <p>2. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs.</p> <p>3. An engaging and student centered learning environment will emphasize that all students are welcome and valued.</p> <p>4. Non-academic offerings will foster feelings of success in students' areas of strength/interest.</p> <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>(f) Continued 2023-24 Strategies</p>
<p>OPTIONAL⁴ <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2023-24 Strategies 2024-25 Additional Strategy(ies), if needed</p> <ol style="list-style-type: none"> 1. Faculty, staff, and/or administrators will work together continually, using data, observations, anecdotal reports, and other relevant information to identify and support students who need additional assistance, instruction, or other support in order to eliminate the achievement gap. 2. Remediation will be provided to identified students via RTI support. 3. Homework help will be available when requested or when required by a teacher. 4. The cross-grade mentoring program will continue to support social, emotional, and academic needs. 5. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics.

⁴ Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

RETENTION PLAN 2024-25

<p>List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.</p> <p>The 2023-2024 school year saw a struggle in retention rates at our school, as we faced instability following changes in leadership and a new leadership structure that was announced but not implemented until July 1. Despite efforts to stabilize enrollment, we began the 2023-2024 school year with 15 fewer students than our projected enrollment of 190 and 34 fewer students than the 2022-2023 school year.</p> <p>Throughout the year, we focused on repairing our school's reputation and implementing a new leadership structure with experienced teachers at the helm. As a result, enrollment for the 2024-2025 school year looks promising, with a high percentage of returning students and expected increased enrollment close to 200 students. Our 7th grade class is set to enroll 41 students, showing positive growth and retention for the upcoming year, in a grade which historically has been impacted by students departing for the local middle school.</p>

Overall Student Retention Goal	
<i>The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.</i>	
Annual goal for student retention (percentage):	80%

Retention Plan – 2024-25 Strategies	
English Language Learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 27.3% Third Quartile: 15.2%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● The school will cultivate an environment that values all languages. ● Students will be encouraged to converse with their peers and teachers in languages other than English. ● Teachers will be trained in SEI methods. ● Materials will be provided in the home language as communicated via the Home Language Survey.

Retention Plan – 2024-25 Strategies	
	<ul style="list-style-type: none"> ● Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents. ● Translators will be made available when needed. ● The Student Success Team will address needs and will communicate concerns to the appropriate adults. Remediation will be determined on an individual basis, progress will be monitored, and parents will be informed. ● The Student Success Team at each grade level will meet twice a month to identify, address, and communicate needs. ● Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed. ● Content support will be provided as needed. ● Student mentors and peer leaders will provide social and academic support. ● Current families will be made aware that MCCPS offers EL services. ● At least one member of the leadership team will hold SEI endorsement. ● Cultural differences will be celebrated during Community Meetings. ● Presentations during Exhibitions will include the use of Spanish. ● Extra services will be provided to students who are not qualified ESL learners but whose backgrounds suggest that they are struggling due to English language learning. ● All core teachers will earn SEI endorsement. ● The school’s administration will reach out to the parents of ELs in order to better understand and address the parents’ and students’ needs.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data</p>

Retention Plan – 2024-25 Strategies	
	<p>change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>Additional Strategies for ELL Retention Plan 2024-25</p> <ol style="list-style-type: none"> 1. Family Engagement and Support Programs <ul style="list-style-type: none"> ○ Family Liaison Role: Designate a bilingual staff member as a family liaison to facilitate communication between the school and ELL families, helping them navigate school processes and access resources. 2. Cultural Competency Training <ul style="list-style-type: none"> ○ Ongoing Professional Development: Implement continuous cultural competency training for all staff to better understand and meet the needs of diverse student populations. 3. Inclusive Curriculum and Instruction <ul style="list-style-type: none"> ○ Culturally Relevant Curriculum: Incorporate culturally relevant materials and texts in the curriculum that reflect the backgrounds and experiences of ELL students. 4. Community Partnerships <ul style="list-style-type: none"> ○ Collaboration with Local Organizations: Partner with local community organizations to provide additional resources and support for ELL students and their families regarding after school care. 5. Technology Integration <ul style="list-style-type: none"> ○ Language Learning Apps: Provide access to language learning apps and online resources that students can use at home to improve their English skills. ○ Digital Literacy Programs: Offer digital literacy programs to help ELL students and their families become proficient in using technology for educational purposes. 6. Social-Emotional Support <ul style="list-style-type: none"> ○ Counseling Services: Ensure that ELL students have access to school counselors who are trained to address the unique social-emotional needs of ELLs. 7. Student Voice and Leadership <ul style="list-style-type: none"> ○ Leadership Opportunities: Encourage ELL students to take on leadership roles in school clubs, organizations, and activities 8. Increased SEI Endorsement <ul style="list-style-type: none"> ● Leadership Team SEI Endorsement: Increase the number of members of the leadership team who hold SEI endorsement, ensuring that more leaders are

Retention Plan – 2024-25 Strategies	
	<p>equipped with the skills and knowledge to support ELL students effectively</p> <p>Summary of Implementation Timeline and Collaboration</p> <ul style="list-style-type: none"> ● Immediate (1 Year): <ul style="list-style-type: none"> ○ Family Liaison Role ○ Language Learning Apps ○ Counseling Services ○ Leadership Opportunities ○ Leadership Team SEI Endorsement ● Short Term (2-3 Years): <ul style="list-style-type: none"> ○ Ongoing Professional Development in Cultural Competency Training ○ Culturally Relevant Curriculum ○ Collaboration with a community organization for afterschool programming ○ Digital Literacy Programs
<p>Limited English Learners Students with Disabilities Limited English-proficient students</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 22.4% Third Quartile: 8.6%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● The school will employ a full time Student Services Coordinator and a full time School Counselor, a School Psychologist and Dean of Students. ● There will be at least one full time Inclusion Teacher at each grade level. ● A full time Speech & Language Pathologist, a part time Physical Therapist, a part time Occupational Therapist, and both a full time and part time reading specialist will be employed to meet the needs of students. ● Student needs will be communicated to the Student Services Coordinator and/or counseling staff as soon as a need/concern arises. ● Teaching teams will meet two times per month with the Director of Student Services and the counseling staff to discuss students on an IEP. ● The Student Services Coordinator and the Inclusion Teachers will be available to meet with parents as needed.

Retention Plan – 2024-25 Strategies	
	<ul style="list-style-type: none"> ● A strong special education program staffed by qualified professionals will be provided for all special education students. ● Summer programming sessions will be offered to qualifying students. ● All calls/emails will be responded to within 2 business days. ● The Special Education Parent Advisory Council will seek additional parental participation, and will provide at least 2 learning opportunities for parents that will be open to the public and area educators. ● The Student Success Team has been revamped to improve classroom teachers’ ability to support students with diverse learning needs. The Dean of Students will meet twice a month to discuss Tier 1 interventions and the RTI process. ● The SEPAC, Special Education Advisory Council, will present monthly meetings to support the parents of students with disabilities. ● The SEPAC will present at least three evening events for parents designed to provide information/training in the areas of need determined by the group. ● The school’s administration will reach out to the parents of students with disabilities to determine additional support for students and parents.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. <input type="checkbox"/> No ELs were enrolled during the 2023-24 school year. No retention strategies needed. <ol style="list-style-type: none"> 1. Inclusive Curriculum and Instruction <ul style="list-style-type: none"> ● Universal Design for Learning (UDL): Adopt UDL principles school-wide to ensure all students have equal access to the curriculum. 2. Technology Integration <ul style="list-style-type: none"> ○ Assistive Technology: Provide assistive technology tools to support students with disabilities in their learning.

Retention Plan – 2024-25 Strategies	
	<p>3. Social-Emotional Support</p> <ul style="list-style-type: none"> ○ Peer Support Groups: Create peer support groups where students with disabilities can share their experiences and receive emotional support. <p>4. Professional Development</p> <ul style="list-style-type: none"> ○ Specialized Training: Offer ongoing professional development for staff focused on best practices for teaching and supporting students with disabilities. ○ Community Collaboration: Engage with special education professional development providers for training sessions. <p>5. Creating a new role- Coordinator of Inclusion and Co-Teaching: Implement a peer mentoring program where experienced teachers mentor new teachers specifically on inclusive teaching practices and strategies for supporting students with disabilities across all grade levels.</p> <p>Immediate (1 Year):</p> <ul style="list-style-type: none"> ● Technology Integration ● Assistive Technology ● Social-Emotional Support (Peer Support Groups) ● Professional Development ● Creating a new role- Coordinator of Inclusion and Co-Teaching: <p>Short Term (2-3 Years):</p> <ul style="list-style-type: none"> ● Inclusive Curriculum and Instruction ● Universal Design for Learning (UDL)

Students eligible for free or Economically Disadvantaged reduced lunch (low-income)	
<p>(a) CHART data</p> <p>School percentage: 25% Third Quartile: 8.9%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>(b) Continued 2023-24 Strategies</p> <p><input type="checkbox"/> At or below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Applications for free/reduced meals will be made available to all students as part of the summer mailing and on the school's website at https://marbleheadcharter.org/about-us/food-service/ ● Student and parent privacy will be protected. ● Food choices will be monitored to ensure a healthy diet that supports learning. ● The school will provide access to a counselor in order to identify

	<p>additional services that are available in the area.</p> <ul style="list-style-type: none"> ● The school will provide reduced cost/free after school and Enrichment programming to qualifying students. ● The Director of Food Services/Nutrition Director will ensure that as many students as possible are certified to receive free/reduced price meals through the direct certification method. The Director will perform the direct certification at least two more times throughout the school year to ensure that any students receiving benefits (ie. TANF or SNAP) are receiving free meals at school. ● The Director of Food Services/Nutrition Director will contact families of those students who are not directly certified to ensure that they accurately complete a meal application as soon as possible at the beginning of the school year. ● The Incident Management Team (composed of the Head of School, School Counselor, & Nurse) will contact and/or involve outside services as needed including DCF, rent assistance, food bank, etc. ● A “Little Free Pantry” is stocked regularly by school and community members in order to provide economically disadvantaged families with access to food 24/7. ● The counseling staff facilitates the collection and distribution of warm clothing and holiday gifts. ● Parents will be reminded throughout the year via newsletters of the option to apply for free/reduced lunch. The application materials will be available on the school’s website. The administration will be available to assist parents and families with the completion of paperwork relative to free/reduced lunch.
	<p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ol style="list-style-type: none"> 1. Technology Integration: <ul style="list-style-type: none"> ● Strategy: Expand access to technology resources and devices for low-income students to support their learning. Allow students to bring home their Chromebooks to access learning at home. 1. Social-Emotional Support (Peer Support Groups): <ul style="list-style-type: none"> ○ Strategy: Establish peer support groups focusing on social-emotional learning (SEL) for low-income students. 2. Professional Development (Specialized Training): <ul style="list-style-type: none"> ○ Strategy: Provide professional development on strategies to support the academic and social-emotional needs of low-income students. 3. Social-Emotional Support (CharacterStrong Program): <ul style="list-style-type: none"> ● Strategy: Implement the CharacterStrong program to enhance social-emotional learning (SEL) skills among low-income students.

	<ul style="list-style-type: none"> ● Collaboration: Partner with CharacterStrong or similar SEL program providers for implementation support and training. <p>4. Two-Way Communication:</p> <ul style="list-style-type: none"> ○ Strategy: Increase and expand communication between school and home to enhance opportunities for families to share their needs and stay informed. <p>Immediate (1 Year):</p> <ul style="list-style-type: none"> ● Technology Integration: Expand access to technology resources and devices for low-income students, allowing them to bring home Chromebooks for learning. ● Assistive Technology: Increase access to assistive devices for students with disabilities. ● Social-Emotional Support (Peer Support Groups): Establish peer support groups focusing on social-emotional learning (SEL) for low-income students. ● Professional Development: Provide training on strategies to support the academic and social-emotional needs of low-income students. ● Two-Way Communication: Increase and expand communication between school and home to enhance opportunities for families to share their needs and stay informed. <p>Short Term (2-3 Years):</p> <p>Inclusive Curriculum and Instruction: Implement inclusive curriculum practices to meet the diverse needs of low-income students.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● All educators (administrators, faculty, and staff) will make a concerted effort to know all of the children, so that any student can go to any adult in the building for help. ● Additional instruction and/or support will be provided as needed. ● Ensure that every student has a trusted adult at the school as identified by a Social Emotional universal screener. ● Offer summer programming to qualifying students. ● A Response to Intervention/Student Support Team will meet every other week. ● Track student progress on a data sheet that includes MCAS and iReady assessment scores.

	<p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <p>The counseling staff will meet with students and parents as needed.</p> <ul style="list-style-type: none"> ● An Academic Probation Plan will be created when needed. ● Drop-in summer sessions will be provided for students. ● A Response to Intervention /Student Support Team will meet weekly.

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)
Stephanie Brant	Interim Head of School	3/27/2023	1/31/2024
Stephanie Brant	Head of School	2/1/2024	present
Meghan Hale	Director of Curriculum, Technology and Instruction	7/1/2023	7/31/2024
Chris Doyon	Dean of Students	7/1/2023	present
Rose Moleti	Student Services Coordinator	7/1/2023	present
Jessica Xiarhos	Director of Teaching & Learning for Math/Science	7/1/2023	present
Molly Wright	Director of Teaching and Learning for Humanities	7/1/2023	present

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	17	2	3	Relocated, Termination of Employee contract
Other Staff	17	3	2	New employment opportunity, Position eliminated or restructured

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	
Stephanie Brant	Ex-Officio	Academic Excellence, Finance Committee, Personnel, Development and Communications, DEI	1	4/2023-	N/A	
Katie Holt	Board Chair	Fin Com, Personnel, Dev com	1	12/22-12/25	2031	
Lindsay Smith	Board Vice Chair	Dev Com, DEI, Finance	1	12/22-12/25	2031	
Ian Hunt	Board Officer	Dev Com, DEI	3	10/17-10/20 10/20-10/23 10/23-10/25	2026	
Paul Baker	Trustee	Finance, DEI	3	6/16-6/19 6/19-8/22 8/22-8/25	2025	
Will Rockwell	Board Officer	Finance	1	10/21-6/24	2030	
Rodolphe Herve	Board Officer	Finance	2	5/19-11/22 12/22-12/25	2028	
Kim Nothnagel	Trustee	Dev Com	1	8/23 - 7/26	2032	
Jeff Lewis	Trustee	Dev Com, Governance	1	8/23 - 7/26	2032	
Polly Titcomb	Trustee	Governance	1	11/23-11/26	2032	

Board Membership During the 2023-24 School Year						
Jessica Xiarhos	Trustee	Academic Excellence	2	5/19-10/22 10/22-10/25	2028	
Carol McEnaney	Trustee	Personnel	1	4/23-4/26	2032	
Nicholas Santoro	Trustee	Governance	1	10/21-10/24	2030	

[MCCPS Board and Committee Meeting Notices](#)

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

Address	Dates of Occupancy
17 Lime Street	1995

ENROLLMENT

Action	2024-25 School Year Date(s)
Student Application Deadline	February 14, 2025
Lottery	February 24, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions:

There are no current conditions.

Complaints:

Board of Trustees Contact Information:

<https://www.marbleheadcharter.org/board/>

Date	Summary of Complaint	Summary of Complaint Resolution
No written complaints were received during the 2023-2024 school year.		

Coversheet

Charter Renewal

Section: III. Head of School Report
Item: C. Charter Renewal
Purpose: Vote
Submitted by:
Related Material: Draft of MCCPS Renewal .pdf



**MARBLEHEAD COMMUNITY CHARTER
PUBLIC SCHOOL**
Application for Renewal of a Public School Charter
2023-2024

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Stephanie Brant, Head of School

Phone: (781) 631-0777

Email: sbrant@marbleheadcharter.com

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:



As the first charter school in Massachusetts to open its doors, Marblehead Community Charter Public School continues to serve as a pillar for excellence and innovation in education, embodying the core principles of the charter school movement. Approaching its thirtieth anniversary, the school is committed to upholding its legacy of academic success and community engagement while embracing new opportunities for growth and improvement.

Over the course of the renewal term, MCCPS has enjoyed notable success in the areas of academic excellence, community engagement, and social-emotional learning, demonstrating outstanding progress in each of these key areas. Navigating the uncertainties brought on by the global pandemic was undoubtedly one of the most challenging tasks during the charter renewal term. However, MCCPS rose to the occasion, implementing a Pandemic Task Force that ensured the prioritization of health and safety while maintaining academic continuity through innovative learning models. The school placed a strong emphasis on enhancing social-emotional support, resulting in the hiring of additional staff and the implementation of a robust SEL curriculum.

In addition to successfully managing the challenges of the pandemic, we reinstated valuable experiential learning opportunities such as class trips and increased time on learning to address potential learning loss. The dedication of our Academic Excellence committee has driven rigor in project-based learning, shaping a vision for essential skills acquisition for every MCCPS student. Moreover, the establishment of a DEI committee underscores our commitment to inclusivity and creating a welcoming environment for all members of our school community.

The feedback received from parents in our recent satisfaction surveys reaffirms the positive impact of our school on students and families:

"We feel very lucky to be part of the Charter Community. We have seen our son grow on so many levels since beginning at Charter and cannot wait to see what 4 more years with this bring. We have no doubt that, in his words, he was 'meant to be here' and that it's 'where (he) belongs'."

"One of the greatest strengths of MCCPS is undoubtedly its exceptional staff. The teachers and staff are truly dedicated professionals who go above and beyond to ensure that every student

feels seen, heard, and supported. They create a nurturing and inclusive environment that fosters a sense of belonging and encourages students to grow and thrive."

"Charter is full of amazing people that make my child feel like a big fish in a small pond. The educators and staff members embody the Charter mission and create a web of touchpoints that support students through their highs and lows."

The Board of Trustees, a committed group of stakeholders including parents, community members, and teachers, has exhibited a strong dedication to setting strategic goals and providing support for the school. Through collaborative efforts, school leaders have worked together to develop strategic initiatives aimed at enhancing student success in accordance with the Student Opportunity Act. The school has recently undergone a revitalization with a new leadership structure that empowers teachers and elevates their voices beyond traditional roles as department chairs or committee members, placing them at the forefront of decision-making processes. This approach emphasizes inclusivity and fosters a culture of innovation and continuous improvement within the school community.

While challenges were faced during the previous charter period, including a mid year leadership transition, the appointment of Stephanie Brant as our permanent Head of School has proven to be a resounding success. Under Ms. Brant's leadership, MCCPS has thrived, and her positive impact on the school community is evident.

As we look ahead to our 30th anniversary, we are filled with optimism for the bright and stable future of Marblehead Community Charter Public School. The renewal of our charter presents new opportunities for growth and continued success in providing a high-quality education for our students. Our commitment to empowering students, fostering critical and creative thinking, and nurturing holistic development remains unwavering. We are confident that MCCPS will continue to thrive and offer a valuable choice in education for our families, ensuring that every student receives the support and resources they need to succeed.

I am excited about the prospect of continuing our work together in the next charter period, and I am grateful for the opportunity to serve as the Board Chair of such an exceptional school.

Sincerely,

Kathryn E. Holt
MCCPS Board Chair

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INTRODUCTION TO THE SCHOOL

Marblehead Community Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location (Municipality)	Marblehead, MA
Regional or Non-Regional	Regional	Districts in Region (if applicable)	3
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015, 2019
Maximum Enrollment	230	Projected Enrollment for 2024-25¹	224
Chartered Grade Span	4-8	Grade Span for 2024-25	4-8
Number of Instructional Days for the 2024-25 School Year²	180-185	Students on Initial Waitlist for 2024-25³	19
School Hours for the 2024-25 School Year⁴	7:45 to 3pm Monday through Friday	Age of School in 2024-25	29
<p>Mission Statement: Our mission at MCCPS is to be a school that fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential.</p>			

FAITHFULNESS TO THE CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

Key Design Elements

The fundamental design principles of MCCPS remained robust throughout this Charter cycle: a student-centered learning environment that provided continuous opportunities for engaging in performance-based assessments demanding higher-order thinking, problem-solving, collaboration, and creativity. The school maintained its tradition of hosting multiple Exhibitions each year, where students showcased their work to parents and the broader community, even amid the challenges posed by COVID.

The school adopted the Criteria for Excellence, a framework that outlined the five-year program and guided teachers in developing their curriculum units. Teachers were continually empowered to make decisions on aligning their curriculum and assessments with the standards and the Criteria for Excellence. Their skills and expertise ensured that all students experienced highly effective learning opportunities. Moreover, student’s families remained an integral part of school operations, participating in discussions about the curriculum and taking active roles in governance, enrichment, and the Parent-Teacher

1
2
3
4

Organization (PTO). These collaborative efforts contributed to a rich and dynamic educational environment.

Teachers as Leaders

Teacher empowerment continued to be an important theme during this charter cycle. MCCPS empowered teachers to be leaders in the school by having them facilitate Teaching Force, a program in which teachers collaborate in lesson design and peer observations, fostering a culture of continuous improvement and shared best practices. Additionally, teachers serve on the leadership team, ensuring that classroom perspectives directly influence school-wide decisions, promoting a sense of ownership and agency. Teachers lead professional development on topics such as co-teaching and project design, sharing their expertise and enhancing the instructional capacity of their colleagues. Furthermore, teachers report on climate surveys that they feel supported by leadership in making the best decisions for their classrooms and students, contributing to a positive and collaborative school environment. Lastly, teachers take on the work of organizing personalized learning blocks, tailoring educational experiences to meet the diverse needs of students, which enhances student engagement and learning outcomes.

Examples of our Mission in Action:

Student-Centered Learning

MCCPS fostered student-centered learning through a multifaceted approach that emphasized active engagement, personal responsibility, and leadership.

Project-based learning was a core element, integrated at all grade levels and across every subject. This method encouraged students to explore real-world problems and challenges, fostering critical thinking, creativity, and collaboration. By working on projects that often entailed cross-curricular connections, students saw the relevance of their learning in various contexts, deepening their understanding and application of knowledge. Public exhibitions of student work, held three times annually, provided a platform for students to present their projects to a broader audience. This practice not only celebrated student achievements but also enhanced communication and public speaking skills and boosted confidence. It encouraged students to take ownership of their learning and understand the value of sharing their work with others.

Goal setting and digital portfolios were implemented at all grade levels, allowing students to set personal learning objectives and track their progress over time. Digital portfolios served as a reflective tool, where students documented their growth, showcased their best work, and identified areas for improvement. This ongoing process helped students develop self-regulation and accountability in their educational journey.

Opportunities for students to take on leadership roles were abundant. By leading community meetings and enrichment activities, and serving on student council, students developed leadership skills, gained a sense of responsibility, and contributed to the school community. These experiences empowered students to voice their opinions, make decisions, and influence positive changes within their environment.

Student-led conferences were another vital component of this approach. In these conferences, students took the lead in discussing their academic progress, challenges, and goals with teachers and parents. This practice fostered a deeper sense of ownership and accountability, as students were actively involved in evaluating and planning their learning experiences. Students presented their digital portfolios during their student-led conference to their adults, another example of the development of speaking and presentation skills.

Strong School Community

At MCCPS, fostering a strong school community was a priority, achieved through several key initiatives. Each day began with a school-wide community meeting, which parents and families were invited to attend, promoting inclusivity and open communication. The school offered two recesses and had a communal lunch period where teachers joined students, strengthening relationships and creating a sense of unity. Parents were encouraged to volunteer in the enrichment program, further involving them in the school's daily life and allowing for meaningful contributions to students' experiences. Additionally, a new SEL curriculum was implemented at every grade level, focusing on students' social and emotional development and enhancing their ability to connect and collaborate. These efforts, combined with regular family engagement at Marblehead Community Charter Public School (MCCPS) is committed to enrolling a student population that reflects the demographics of its sending districts. The school works to ensure that students with disabilities, students who are economically disadvantaged, and students who are English language learners are aware of and attracted to MCCPS, considering it a valuable and effective educational option. Over this Charter's term, MCCPS has employed targeted strategies intended to recruit and retain students whose demographics match our sending districts more closely. Over the past five years of our school's charter term, MCCPS has made significant strides in diversifying and inclusivity within our student population. The increased enrollment of economically disadvantaged students, students with disabilities, and English Language Learners demonstrates our commitment to providing a high quality education to all students, regardless of their background or abilities. However, despite these successes, we have faced challenges in retaining students due to instability in our leadership structure. Unanticipated changes in the Head of School in the Spring of 2023 led to a complete restructure of the leadership team, causing concern among parents about the school's direction and consistency in delivering quality education. As a result, our retention rates have been impacted as some families chose to seek educational alternatives due to uncertainties about the school's future. During this transition period, the new leadership team worked diligently to adapt and build trust within the school community. We are committed to strengthening our school's leadership and continuing to provide a supportive and inclusive environment for all students.

vents and school-wide celebrations, created a supportive and interconnected school community where everyone felt valued and involved.

Relating Learning to Real-World Applications

MCCPS helped students apply learning to real-life experiences through various immersive activities and partnerships. A trip to Washington, D.C. allowed students to explore historical landmarks and government institutions, bringing their civics and history lessons to life. Nature's Classroom provided hands-on environmental education, fostering a deeper understanding of science and ecology. Project Adventure encouraged teamwork and problem-solving skills through outdoor challenges. The school's collaboration with Salem Sound Coast Watch and My Brother's Table connected students to community service, emphasizing the importance of environmental stewardship and social responsibility. Eighth-grade civic engagement projects empowered students to address local issues, applying their knowledge and skills to make a tangible impact in their community. These experiences enriched students' education by demonstrating the relevance of their studies and promoting active citizenship.

Amendment Request	Approval Date
Request to regionalize and add Swampscott and Nahant to our school's charter	September 29, 2021

CRITERION 2: ACCESS AND EQUITY

Recruitment and Retention

Marblehead Community Charter Public School (MCCPS) is dedicated to enrolling a diverse student population that mirrors the demographics of its sending districts. The school actively works to attract students from historically underserved populations, offering them a valuable educational option. Over the course of the 5 year charter renewal term, MCCPS has consistently enrolled higher numbers of ELL's, students with disabilities and economically disadvantaged students than our sending districts, demonstrating our commitment to providing a high quality education to all students, regardless of their background or abilities.

In the past five years, MCCPS has implemented targeted strategies to recruit and retain students reflective of the sending districts' demographics. However, challenges have arisen in retaining students due to leadership changes, leading to an atypical attrition rate for the 2023-2024 school year.

Unanticipated changes in the Head of School in the Spring of 2023 led to a complete restructure of the leadership team, causing concern among parents about the school's direction and consistency in delivering quality education. As a result, our retention rates for the 2023-2024 school year were impacted as some families chose to seek educational alternatives due to uncertainties about the school's future.

Despite the challenges, MCCPS is focused on strengthening its leadership structure and creating a supportive and inclusive environment for all students. The new leadership team has worked diligently to adapt and build trust within the school community. The school is projected to experience a 16% enrollment increase for the upcoming academic year. Notably, for the 2023-2024 school year, the retention of rising 7th graders and lower numbers transferring to local middle schools indicate positive trends in student retention at MCCPS. Efforts to maintain an 80% enrollment rate from sending districts remain challenging due to geographic limitations and the planned opening of a new district wide elementary school in August of 2024.

Economically Disadvantaged

For economically disadvantaged students, MCCPS has surpassed its sending districts of Nahant, Swampscott, and Marblehead enrolling 21.9% in 2023, compared to 20% in Nahant, 20.7% in Swampscott, and 12.5% in Marblehead. This showcases our dedication to serving a more diverse socioeconomic group and providing equal opportunities for all students.

English Language Learners

Our enrollment of English Language Learners has also seen significant growth at MCCPS, with the percentage increasing from 1.3% in 2019 to 11.2% in 2023. Our efforts to accommodate and support ELL students has helped create a more diverse and multicultural classroom environment, where language barriers are overcome and all students can participate fully in academic and social activities.

Students with Disabilities

MCCPS has consistently enrolled a higher percentage of students with disabilities (SWD) compared to its sending districts, increasing from 25.2% in 2019 to 28.1% in 2023. This reflects our dedication to fostering an inclusive environment where every student can thrive. MCCPS' successful recruitment efforts have resulted in a more diverse and inclusive student body, demonstrating our dedication to providing high-quality education to all families and students, regardless of their background or abilities.

Informing the Public about Programming for Underserved Populations

At Marblehead Community Charter Public School, we are dedicated to ensuring that all members of our school community have fair and equal access to district and school documents such as enrollment

information, Parent/Student Handbooks, and other important forms. Application materials are available directly from the school's website in Spanish and Russian, which represent the largest portion of EL students at our school based on our Home Language Survey results. Hard copies of translated admissions materials are also available from our school in additional languages. Additionally, we aim to ensure that all community members have equal access to effective in-person meetings. Translation services for meetings and conferences are available and will be provided automatically if specified on the Home Language Survey. We may also schedule a qualified translator to attend meetings to assist in enhancing clear communication. Moreover, we offer a language line for on-demand translation services, accessible to current parents looking to communicate with MCCPS staff and families seeking information about MCCPS.

To enhance our outreach to underserved communities, we have initiated a targeted postcard mailing campaign to surrounding communities. This campaign provided key information about our programs, services, and enrollment processes directly to families who may be seeking educational alternatives for their child(ren). Additionally, we are replacing our current communication system with the ParentSquare communication platform due to increased communication capabilities, including translation services, to ensure that existing MCCPS families have the ability to engage in two-way communication and are informed about our programming. By reaching out through multiple channels and utilizing new communication tools, we strive to ensure that every family feels informed and welcomed at MCCPS. Our goal is to foster an inclusive environment where all members of our community have the resources and support they need to engage and participate in the education of their child(ren).

Behavioral Trends

During the renewal term, particularly post pandemic, MCCPS recognized that there were disproportionate rates of suspension in marginalized groups, particularly with Hispanic students. As a result, the school took action, creating the position of Dean of Students, adopting a new SEL curriculum, and engaging in targeted PD with staff. Notably, all suspensions were eliminated for the 2023-2024 school year.

The school's focus on positive interventions, skill-building, and communication has shifted the approach to student behavior as a skill deficit rather than just imposing consequences. By regularly monitoring discipline systems, the Dean of Students ensures that all student groups are treated fairly and that disparities are addressed. These efforts are fostering a culture of accountability, communication, and learning from mistakes, ultimately creating a more supportive and inclusive school community.

CRITERION 3: COMPLIANCE

Marblehead Community Charter Public School is fully compliant with the terms of its charter and all applicable state and federal laws and regulations, including but not limited to provisions of General Law Chapter 71, section 89, and 603 CMR 1.00 and the Statement of Assurances. The school and Board of Trustees follows the Open Meeting Law, Public Records Law, Coordinated Program Review requirements, and all health and safety codes. MCCPS takes corrective actions to maintain compliance with all legal requirements, when necessary.

Compliance Findings from the 2019-25 Year Summary of Review

Finding: MCCPS is not in compliance with program requirements as determined by the Coordinated Program Review (CPR).

The Office of Public School Monitoring conducted its most recent CPR visit to MCCPS in April 2018. The outcome of the visit was eight findings in special education, seven findings in civil rights, and eight findings in English learner education.

School Response: MCCPS addressed the special education and civil rights findings through an approved corrective action plan (CAP). The school is addressing the ELE findings by implementing an approved corrective action plan (CAP), but has not met all deadlines.

MCCPS participated in a Special Education Coordinated Program Review in April of 2023 and received no findings needing corrective action. The School also participated in a monitoring review conducted by the Office of Language Acquisition (OLA) in January of 2024. This review determined that MCCPS does not consistently offer adequate and appropriate services for linguistic minority students. OLA issued an ELE 5 Program Placement and Structure finding in March 2024 which noted the following:

- English learners (ELs) do not demonstrate sufficient growth in English language acquisition.
- The charter school has not adopted procedures to identify ELs.
- The charter school does not have a process to do the following:
 - Develop personalized goals for ELs based on individual need;
 - Track progress towards goals;
 - Review resources and services available to ELs; and
 - Incorporate input from parents and guardians.

MCCPS subsequently drafted a continuous monitoring improvement plan that has been approved and is being implemented. This corrective action is being monitored by OLA. In June, MCCPS submitted the first in a series of three progress updates to the OLA.

Finding: MCCPS was out of compliance with the terms of its charter regarding the school's maximum enrollment during the charter term

The maximum enrollment granted by MCCPS' charter is 230. During the charter term, the school exceeded its maximum enrollment in 2015-16, when the school enrolled 231 students.

School Response: During the Charter renewal term, MCCPS did not enroll more than its maximum enrollment.

Finding: MCCPS is out of compliance with state regulations regarding teacher qualifications.

Per state regulations (603 CMR 1.06 (4)), all teachers beyond their first year of employment must have taken and passed the Massachusetts Test for Educator Licensure (MTEL). As of the date of the renewal inspection, 1 teacher (out of a total of 22) beyond the first year of employment had not passed the required MTELEs.

School Response: At the time of this renewal submission, all core content teachers have taken and passed the Massachusetts Test for Educator Licensure (MTEL). MCCPS' employs a Spanish teacher who completed his first year of employment on 7/31. He is registered to take the Spanish MTEL on 9/27/2024.

CRITERION 4: DISSEMINATION

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2020-2021	Curriculum programming and project-based learning	Participation in virtual conferences	Head of School, teachers	MassCUE conference, Regional Charter Network meetings	Sharing of best practices and informing improvement goals for the future at our school.
2020-2021	Project-based Learning and Integration	1 Virtual Public Exhibition of Student Work at MCCPS (March) 1 hybrid Virtual & in-person showcase via June	All faculty, staff, students, administrators and parents	The parent community and invited members of the Board (limited audience due to pandemic)	Enhanced understanding of PBL, integration, and service learning.
2021-2022	Curriculum programming and project-based learning	Participation in virtual conferences	Head of School, teachers	MassCUE conference, Regional Charter Network meetings	Sharing of best practices and informing improvement goals for the future at our school.
2021-2022	Project-based Learning and Integration	3 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	Enhanced understanding of PBL, integration, and service learning.
2021-2022	Integration of Community	Open meeting with parents regarding new	Director of Food Services	The community	This is the start of a Food Pantry to serve members of the community who are in need. Parent volunteers will be utilized. Students will

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
	Service Learning	Food Pantry			learn about food insecurity issues and eventually volunteer with inventory and other behind the scenes tasks.
2022-2023	Teacher collaboration	Participation in conferences	Head of School, teachers	MassCUE conference	Sharing of best practices and informing improvement goals for the future at our school.
2022-2023	Teacher Collaboration	Conference	Head of School	AMLE Hawaii Education Summit Conference	The Head of School presented on Teaching Force at the AMLE Hawaii Education Summit Conference.
2022-2023	Project-based Learning and Integration	2 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	Enhanced understanding of PBL, integration, and service learning.
2022-2023	Integration of Community Service Learning	Open meeting with parents regarding new Food Pantry	Director of Food Services	The community	The startup of the Food Pantry has been very successful. Students participated by boxing items and monitoring social media accounts to spread the word about the pantry. There were two successful fundraisers and many discussions about the impact of the work at the school's community meetings which are open to everyone in the school community.
2022-2023	Presentation of projects at local preschool and elementary school	Fifth grade students wrote, illustrated and published original	5th Grade teaching team and Art teacher	Local preschool (30 student over 3 visits) and elementary school kindergarten (5 classes of kindergarten students-	As a project-based learning school, this activity taught students about the role of an author. From developing their own original story to illustrating their work and then reading it aloud to the intended audience, this connected MCCPS students to other schools. MCCPS

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
		children's storybooks. Students took their books to a local preschool and kindergarten to read their work aloud.		approx 100 students)	teachers also had the opportunity to connect with other teachers as part of this project.
2023-2024	Student Led Conferences and Digital Portfolios	Participation in conferences	Director of Teaching and Learning for Humanities Director of Teaching and Learning for Math and Science	MassCUE conference	MCCPS teacher leaders presented on the effective integration of student-led conferences and digital portfolios in our curriculum. They highlighted how these tools fostered student ownership of learning by allowing students to reflect on their progress, set goals, and showcase their achievements. The digital portfolios provided a dynamic and accessible platform for students to document and track their growth over time. Attendees were particularly interested in how these practices empowered students to take an active role in their education and facilitated meaningful dialogues among students, parents, and teachers.
2023-2024	Project-based learning and Integration	3 In-person, Public Exhibitions of Student Work at MCCPS	All faculty, staff, students, administrators and parents	Full community of students, parents (current and prospective), educators, alumni, and community members	At three public Exhibitions, MCCPS students showcased their performance assessments through a variety of engaging projects. Each project demonstrated how students applied their classroom knowledge to real-world scenarios, emphasizing critical thinking, collaboration,

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
					<p>and creativity. From designing tiny houses to analyzing national park data, the exhibits highlighted the depth and breadth of students' learning. The event provided a valuable opportunity for students to present their work to the community, showcasing their achievements and the practical relevance of their education.</p>
2023-2024	<p>Raise awareness, promote understanding and inspire action</p>	<p>In conjunction with the MCPSA, created an Op-Ed on the need for universal funding of school meals in Massachusetts. The article was nationally shared and distributed via social media and online.</p>	<p>Head of School and Director of Food Services</p>	<p>The Op-Ed was developed in partnership with the Mass Charter Public School Association and shared in local, state and national media news outlets both in print and on-line</p>	<p>This effort joined a statewide movement to make school meals free of cost to school-aged children in Massachusetts permanent. The Governor of Massachusetts subsequently funded universal free meals for all school-aged children in grades K-12 as part of the 2024 state budget.</p>
2023-2024	<p>Raise awareness and promote understanding</p>	<p>Documentary</p>	<p>Head of School, MCCPS Board, Director of Food Services, School Counselor,</p>	<p>Nationally featured in news outlets online</p>	<p>This documentary had a community impact, and resulted in a large donation to our school's Food Pantry from a nationally owned supermarket seeking to support our school's efforts to battle food insecurity in</p>

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
	of food insecurity		Business Manager, Teachers		Massachusetts and support our local community. MCCPS students support the Director of Food Services in the operation of the food pantry.
2023-2024	Presentation of Projects at local preschool and elementary school	Fifth grade students wrote, illustrated and published original children's storybooks. Students took their books to a local preschool and kindergarten to read their work aloud.	5th Grade teaching team and Art teacher	Local Marblehead Public Elementary School. 38 students shared stories in 4 Kindergarten classrooms (approximately 60 students)	As a project-based learning school, this activity taught students about the role of an author. From developing their own original story to illustrating their work and then reading it aloud to the intended audience, this connected MCCPS students to other schools. MCCPS teachers also had the opportunity to connect with other teachers as part of this project.
2023-2024	Tech Literacy Programming	The Director of Teaching and Learning showcased a sampling of our tech literacy curriculum by leading a class at a local elementary school.	Director of Teaching and Learning	Third grade classroom at a Marblehead Public School	This hands-on session demonstrated key elements of Charter's tech literacy program, engaging students with interactive activities. The initiative highlighted Charter's curriculum's effectiveness in enhancing tech literacy among young learners.

School Year	Best Practice Shared	Vehicle for Dissemination	Who was involved with dissemination efforts?	With whom did the school disseminate its best practices?	Result of Dissemination
2023-2024	Advocacy and awareness of charter schools as a high-quality education option for families on the North Shore	Speaking engagement at the Rotary Club of Marblehead Harbor	Head of School	Community members, local business owners	Increased partnership with local business owners for community service and service learning opportunities
2023-2024	Partnership with Salem State University	Integration of pre-practicum students into MCCPS classrooms for observational and co-teaching experiences	School Administration, Teachers and Classroom Instructors, Special Education Coordinators	Undergraduate and graduate pre-practicum students from a local public university educator preparation program	Pre-practicum students gained valuable experience working with diverse populations of students, enhancing their teaching skills, while MCCPS students benefited from additional support. Resulting artifacts included completed documentation forms, student feedback, and shared best practices for inclusive teaching. The partnership strengthened ties between MCCPS and Salem State University, fostering ongoing collaboration and partnership and could assist in developing a pipeline of teachers.

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE

Like most schools, MCCPS has experienced a dip in MCAS achievement since the pandemic. In math, the percentage of students meeting or exceeding expectations dropped from 51% in 2019 to 39% in 2022, and further to 35% in 2023, marking a 4 percentage point decline since 2022 and a 16 percentage point decline from pre-pandemic levels. In ELA, 53% of students met or exceeded expectations in 2019, with a dip to 45% in 2022, but a recovery to 51% in 2023. This represents a 6 percentage point increase since 2022 and only a 2 percentage point decrease from pre-pandemic levels. Notably, white students had a higher scaled score in ELA in 2023 compared to 2019. They met their achievement targets, while students with disabilities also improved their scaled scores in ELA in 2023, exceeding their achievement targets. Although no students met the accountability targets set by DESE in math, some improvement was observed among the lowest performing students, students with disabilities, and white students, despite still being below their targets. However, some groups, including English Learners and Hispanic students, experienced declines.

A core tenet of the MCCPS charter is engaging students in performance-based assessments that demand higher-order thinking and align with state standards. Teachers are empowered to make decisions about their curriculum and design performance tasks that meet the unique needs of their students. Performance assessments are evaluated according to rubrics vetted by the leadership team and reviewed for alignment to standards and complexity through validation protocols. This past year, Exhibition Projects were implemented on November 21, 2023, March 18, 2024, and June 13, 2024. During Term 1, 84% of students met or exceeded teacher expectations on grade-level performance assessments. In Term 2, this figure was 83%, and in Term 3, 97% of students met or exceeded expectations. This data highlights the effectiveness of performance-based assessments at MCCPS in fostering student achievement and supporting individualized learning.

In addition to MCAS and Performance Assessments, MCCPS uses the iReady Diagnostic assessment three times a year to track student progress. The end of SY 23/24 i-Ready data reveals several positive trends across various grades in both reading and math. In reading, Grade 4 shows a median progress toward typical growth at 167%, with 58% of students at grade level. Grade 5 displays a median progress of 137%, with 65% of students at grade level. Grade 6 has a median progress of 109% and 68% of students at grade level. Notably, Grade 7 stands out with a 259% median progress, though 52% of students are at grade level. Grade 8 maintains a median progress of 125%, with 62% of students at grade level.

In math, the data highlights substantial improvements. Overall, there is a 70% median progress toward typical growth with 56% of students at grade level, a significant increase from 35% at the beginning of SY 23/24. Grade 5 shows an 83% median progress with 49% of students at grade level, up from 21% at the beginning of SY 23/24. Grade 7 demonstrates remarkable growth with a 167% median progress, where 44% of students are now at grade level, improving from 23% at the beginning of SY 23/24. Grade 8 also exhibits a positive trend with a 105% median progress and 38% of students at grade level, up from 25% at the beginning of SY 23/24.

CRITERION 6: PROGRAM DELIVERY**Key Indicator 6.1: Curriculum**

MCCPS' curriculum is a dynamic and student-centered framework designed to meet the diverse needs of its learners while ensuring alignment with state standards. Teachers are entrusted with selecting curriculum materials to supplement established curriculums, such as Wonders and Illustrative Math, and trusted to implement lessons that best serve the students in front of them. This flexibility allows educators to tailor their instruction to the unique needs and interests of their students, fostering a more engaging and effective learning environment. All curriculum and lessons are aligned to state standards and connected to the school's Criteria for Excellence, which serves as a guide for the skills MCCPS expects students to have mastered by the time they graduate.

In ELA, students write in a variety of genres, including narrative, expository, and argumentative. ELA teachers collaborate regularly to ensure concepts spiral through the grade levels, allowing students to experience increased complexity as they progress. Students read a variety of fiction and non-fiction texts and participate in novel units every year, ensuring a well-rounded literary education. In 2022, grades 4 and 5 adopted the Wonders curriculum, providing teachers with differentiated texts and a variety of assessments to meet diverse learning needs. Grades 6 through 8 are in the process of reviewing high-quality instructional materials (HQIM) for the upper grades to further enhance their ELA curriculum.

In math, teachers are using Illustrative Math in grades 4 and 5, and grades 4-6 will be using Desmos in the upcoming year. The decision to move toward a conceptual approach to math instruction follows a comprehensive review of curriculums and research surrounding best practices. Teachers use the assessments embedded in the program to evaluate student progress. Additionally, ELA and math teachers regularly use IXL to assess student skills and provide personalized practice, ensuring that instruction is targeted and effective.

All grades and subjects at MCCPS assign performance-based tasks that are often integrated with other subjects. These projects are assessed according to rubrics that call for higher-order thinking as defined by Bloom's Taxonomy and Webb's Depth of Knowledge. Project-based assessments have numerous benefits, including promoting critical thinking, creativity, and the application of knowledge in real-world contexts. They encourage students to engage deeply with the material, collaborate with peers, and take ownership of their learning.

Teachers meet weekly in departments to review curriculum materials, calibrate student work, and evaluate performance tasks for alignment to standards and critical thinking tasks. This collaborative approach ensures consistency and rigor across grade levels and subjects, supporting continuous improvement and high academic standards.

Evidence of MCCPS' curriculum meeting expectations includes the systematic alignment to state standards, the use of validated performance assessment rubrics, and the adoption of vetted instructional materials. The effectiveness of the curriculum in meeting students' diverse needs is evident through the success of students on performance-based assessments and the strategic use of differentiated and personalized learning tools.

Key Indicator 6.2: Instruction

MCCPS ensures that students receive high-quality instruction by implementing a comprehensive framework for lesson design, assessment, and teacher evaluation. The school uses a structured lesson

design framework comprising four key components: hook, guided practice, independent practice, and a closing. This framework ensures lessons are engaging and structured, promoting student understanding and retention.

To assess student learning, teachers employ a variety of formative assessments, such as exit tickets, quick polls, real-time questioning, and interactive activities like think-pair-share. These assessments provide immediate feedback, allowing teachers to adjust instruction as needed. Summative assessments, including unit tests, projects, and performance-based tasks, measure student learning at the end of instructional units, ensuring comprehensive evaluation of student progress.

This year, the leadership team adopted the TNTP framework for lesson implementation, which was used for classroom walkthroughs to observe and note whether all students were engaged and if the lessons met the diverse needs of all students. Follow-up conversations with teachers provided constructive feedback, and a new evaluation system aligned with the DESE rubric for teacher evaluation was implemented. Teachers were observed and evaluated regularly and set goals based on student data, ensuring continuous improvement.

All teachers in core subjects set SMARTIE (Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equity-focused) goals, with a strong emphasis on equity. The ELA department focused on improving literary analysis writing, while the math department utilized MCAS and iReady data to identify and address gaps in student performance. Each teacher used student data to set stretch goals for their lowest-performing students, promoting targeted support and growth.

A quality lesson at MCCPS involves clear objectives, differentiated instruction, active student engagement, and continuous assessment. The leadership team adopted TeachPoint this year to document teachers' goals, observations, and evaluations, ensuring a streamlined and transparent process for monitoring and supporting teacher development.

Evidence that MCCPS' instruction meets expectations includes the systematic use of validated instructional frameworks and assessment methods, regular observations and feedback, data-driven goal setting, and the adoption of robust evaluation tools. These practices ensure that instruction is consistently high-quality and aligned with the needs of all students.

Key Indicator 6.3: Assessment and Program Evaluation

At MCCPS, student assessment is a multifaceted process designed to provide a comprehensive understanding of each student's progress and learning needs. The school administers iReady assessments three times a year to monitor growth and identify areas for targeted instruction. Regular quizzes using IXL help teachers assess student skills in real-time, providing immediate feedback and allowing for adjustments in instruction. Formative assessments, such as exit tickets, quick polls, and interactive activities like think-pair-share, are used regularly to gauge student understanding during lessons and inform instructional decisions.

Summative assessments, including unit tests, projects, and performance-based tasks, measure student learning at the end of instructional units, ensuring comprehensive evaluation of student progress. Additionally, students complete performance assessments during three public exhibitions throughout the year, showcasing their ability to apply knowledge and skills in real-world contexts. These assessments are evaluated using rubrics vetted by the leadership team, ensuring alignment with state standards and

promoting higher-order thinking. This combination of formative and summative assessments, alongside structured performance tasks, ensures that MCCPS can effectively measure and support student achievement.

The school evaluates its academic program through regular review at both department meetings and leadership team sessions. Department meetings provide a platform for teachers to collaboratively analyze student data, review curriculum materials, and calibrate student work to ensure consistency and rigor across grade levels. During these meetings, teachers discuss formative and summative assessment results, identify trends in student performance, and adjust instructional strategies to address any gaps. For example, ELA teachers might analyze writing samples to improve literary analysis instruction, while math teachers review MCAS and iReady data to refine their approach to addressing specific learning gaps.

Key Indicator 6.4: Supports for All Learners

At MCCPS, a comprehensive system of screening, supports, resources, and interventions is in place to ensure all learners, including students with disabilities and English Learners (ELs), receive the necessary assistance to thrive academically. Teachers and support staff meet weekly for Student Support Team (SST) and Special Education Consultation meetings, during which they review student performance data from iReady, MCAS, and local assessments. These meetings facilitate discussions on necessary scaffolding and supports tailored to individual student needs.

The school employs a referral system for Multi-Tiered Systems of Support (MTSS), ensuring that interventions and supports are systematically documented and collaboratively managed by the team. Each grade level is staffed with a licensed special educator and either a teaching fellow or teaching assistant, providing targeted services to students with disabilities. This staffing model ensures that specialized instruction is seamlessly integrated into the classroom environment.

To support ELs, teachers implement a variety of strategies, including differentiated instruction, visual aids, and language scaffolding techniques, to ensure that language barriers do not impede learning. Recognizing the importance of language support, MCCPS is adopting a school-wide priority of unpacking language demands to provide necessary scaffolding in the upcoming school year. This initiative will enhance teachers' ability to support ELs by making academic language more accessible and comprehensible.

Screening for student support at MCCPS involves regular assessments and data analysis to identify students who may need additional help. The school uses iReady diagnostics to pinpoint specific areas where students struggle, MCAS results to evaluate overall proficiency, and local assessments to monitor ongoing progress. Based on this data, the SST and Special Education Consultation teams devise and implement individualized intervention plans.

To further support students, MCCPS has on-staff specialists for reading, speech, and occupational therapy, providing targeted interventions tailored to individual needs. Additionally, the school offers a morning acceleration block, allowing students to receive intensive support and enrichment before the regular school day begins. These resources and interventions ensure that MCCPS meets the diverse needs of its student population, fostering an inclusive and supportive learning environment. This proactive approach showcases the school's commitment to academic excellence and equity for all students.

CRITERION 7: SCHOOL CLIMATE AND FAMILY ENGAGEMENT

Key Indicator 7.1 Safe and Supportive Environment

At MCCPS, we prioritize creating a safe and supportive environment that fosters students' sense of belonging and helps them develop essential social and emotional skills for a multicultural world. Data from the universal social emotional screener distributed to students in the 23/24 SY, with a 91% school-wide response rate, highlights that 90% of students feel safe, 84% have identified trusted adults, 91% have friends in the building, and 82% can express their feelings appropriately. Additionally, 84% of families believe that MCCPS fosters a positive and inclusive school culture, as shown in a June 2024 Parent Engagement Survey.

Families' comments reflect the positive impact of the school's environment: "My daughter has had some struggles socially and has bent to peer pressure but with support and encouragement has been able to rise above and move forward," and "The 4th graders seem to have learned wonderful social emotional skills this year!" The survey also indicates that only 5% of families feel that instructional materials do not reflect their child's culture, ethnicity, and/or identity, with one parent noting, "Materials reflect many cultures," and another saying, "what I have seen has been encouraging re: diversity of representation and content topics..."

To further enhance our supportive environment, MCCPS has implemented the Character Strong social-emotional curriculum. This program is integrated by teachers to build connections with students and establish a common language for addressing social challenges. Character Strong helps create a cohesive and nurturing school community, where students feel understood and supported.

MCCPS ensures that classroom environments are culturally responsive, welcoming, respectful, and inclusive. We use culturally relevant and diverse High-Quality Instructional Materials (HQIM), and teachers at MCCPS select novels that reflect the intersectionalities and diverse backgrounds of our student body. For instance, "Ghost" by Jason Reynolds is a popular choice because it addresses themes such as race, socioeconomic status, and personal challenges, resonating with many of our students. This intentional selection of literature helps ensure that all students see themselves represented in the curriculum, promoting inclusivity and a greater understanding of the varied experiences within our community. Through these efforts, MCCPS supports all students in developing social and emotional competencies and building a strong, inclusive community reflective of the students' cultures and identities.

Key Indicator 7.2 Family Engagement

Data from survey results shows how MCCPS school prioritizes and values family engagement by actively involving parents in various community events, providing opportunities for open communication and collaboration, and implementing initiatives to ensure that families feel connected and supported within the school community. We hold a variety of community events such as music extravaganzas, parent night dinners, talent shows, and school dances that encourage families to participate and be involved in the school community. Parents are also invited for breakfast and lunch every day, providing opportunities for them to interact with school staff and further strengthen relationships. Town hall events, coffees with leadership, and the implementation of a new two-way communication platform that allows for on-demand translation for all school related communication demonstrate our commitment to open communication and collaboration with families. Additionally, the increase in social media presence, inviting alumni to school events, an updated website, and student and family handbooks all contribute to creating a sense of belonging and connection for families.

Family Engagement Survey results from SY23/24 further support the positive relationship between the school and families, with comments highlighting the caring and supportive nature of the teachers and staff, as well as the strong sense of community and safety at the school. The feedback also reflects the importance of open communication and accessibility to resources such as the wellness team and counselors.

Quotes from parents in the Family Engagement Survey include:

- "Her teachers are always available for a conference or respond via email."
- "The 7th grade team has been fantastic in responding to my emails."
- "(Student)'s teachers have given valuable feedback when I reached out to them."
- "The wellness team goes above and beyond to meet my child's needs. They are amazing!"
- "The teachers and staff genuinely care about my child and know my child. The community is strong. My child feels safe and happy."
- "The teachers, especially Mrs. Wright, have an amazing ability to 'push' a student outside of their comfort zone to achieve what a student considered as an impossible task, while providing a safe and understanding environment. Praising the effort and complimenting on success, helping to build confidence."
- "MCCPS does a great job with parent/teacher communication and organizing fun events for students to socialize after school (school dances, etc)."

Overall, the data and survey results demonstrate that our school has successfully developed effective relationships with families through various initiatives and events, resulting in a positive and supportive school community.

ORGANIZATIONAL VIABILITY

CRITERION 8: CAPACITY

Key Indicator 8.1: School Systems and Leadership

Our school's leadership team is at the forefront of implementing academic programming and running operations to meet our goals of connecting the state's curriculum frameworks to rigorous project-based learning experiences. The team is dedicated to enabling our students to become critical and creative thinkers who can reflect on their learning experiences and grow from them. Beginning with the 2023-2024 school year, our leadership team underwent restructuring, putting teachers in the classroom and at the leadership table to make decisions about the operations of the school. Each leadership team member has specific roles and performance tasks tailored to their areas of expertise. As a collective group, the leadership team vets all decisions related to the school's operation, which are then communicated to the school community and Board of Trustees through the Head of School. This collaborative process ensures that our school continues to provide a high-quality education for our students.

School leadership at MCCPS has successfully cultivated a working environment that is overwhelmingly positive, with 91% of staff members reporting either extremely positive or quite positive feelings about the atmosphere. These sentiments are further reflected in the staff members' optimism about the school's future, as 88% expressed feeling extremely positive or quite positive about the direction in which MCCPS is moving. Additionally, the high level of trust in staff members' abilities is evident, with 93% feeling trusted quite a bit or a tremendous amount to work in the way they think is best. Furthermore, the staff members feel supported in seeking guidance and support from the Head of School when facing challenges, as 91% reported feeling extremely comfortable or very comfortable doing so. The

transparency of communication with the Head of School was rated positively, with the majority of staff members giving it a rating of 4 or 5 out of 5. In terms of feeling supported in their roles at the school, 80% of staff members reported feeling extremely or very supported by the Head of School. Collaboration with the Head of School was also rated positively, with 82% of staff members indicating that they have very strong or strong collaboration with the Head of School. Additionally, staff members feel comfortable sharing their thoughts and feelings with their colleagues on grade level teams, with 88% reporting feeling extremely comfortable or very comfortable. This strong sense of trust, collaboration, and support among staff members and school leadership fosters a culture of accountability, trust, and collaboration that promotes joint responsibility for student learning at MCCPS.

Building on this foundation of trust and collaboration, MCCPS is committed to addressing disparities in learning experiences and outcomes through the implementation of a variety of evidence-based programs (EBPs) as outlined in our Student Opportunity Act (SOA). These initiatives will feature the implementation of high-quality instructional materials, extended learning time, and partnerships with educator preparation programs. Specific measures will include intensive math and literacy interventions, differentiated instruction models, and increased access to high-quality professional development for educators. Our efforts will focus on enhancing instructional practices, fostering collaboration, training fellows from local colleges and universities, and further developing the skills and talents of our current staff. Through these initiatives, MCCPS expects to see significant improvements in student achievement, engagement, and overall school culture, ensuring that every student receives the support and resources necessary for academic and personal success.

In addition to improving academic outcomes, MCCPS is committed to fostering a diverse teaching staff that mirrors the demographics of our students. While we strive to enroll 80% of our students from our sending districts and value diversity, we are challenged by the fact that our sending districts are comprised of primarily white students. This creates limitations for us in terms of recruiting a diverse student body. To address this, MCCPS has initiated outreach to local colleges and universities to connect with prospective educators to the field. Our collaboration with Salem State University is focused on enhancing diversity within our workforce, promoting the retention of educators from diverse backgrounds and perspective who better mirror the demographics of our full student body. Additionally, to increase our pool of applicants, we have contracted with outside education staffing agencies in hopes of retaining educators.

Key Indicator 8.2: Professional Climate and Standards for Performance

Marblehead Community Charter Public School (MCCPS) is committed to fostering a positive and professional working environment for all staff members. This commitment is evident through various initiatives, policies, and practices aimed at promoting a culture of learning, respect, and professional behavior. The school's dedication to creating a supportive and collaborative atmosphere is reflected in the high ratings and positive feedback from various culture and climate surveys as well as teacher satisfaction surveys.

The Val-Ed Head of School survey highlighted the effectiveness of the leadership at MCCPS. The Head of School was rated as "distinguished" in the category of "Culture of Learning and Professional Behavior." This rating indicates that the leadership behavior at MCCPS is a strong presence and positioned to have a positive influence on teachers and the school's professional climate.

Further evidence of a positive professional climate is provided by the January 2024 Teacher Satisfaction Survey, developed by the University of Kansas. In this survey, several key statements received "Agree Strongly" responses, highlighting the positive perceptions of the Head of School and the overall work environment at MCCPS. Statements such as "The Head of School works to build a positive work

environment for the faculty and staff," "The Head of School assures that plans for the safety and needs of students are developed and executed," "I believe in the goals and objectives of this school," and "The Head of School treats me with respect and dignity" all received strong agreement from the staff, indicating a high level of satisfaction and trust in the school's leadership.

School staff frequently engage in professional development to improve implementation of the curriculum and instructional practice based on a PD calendar developed by the Director of Curriculum, Instruction, and Technology in conjunction with the Directors of Teaching and Learning; staff meets weekly for Professional Development led by the Director of Curriculum and Instruction with support from the Directors of Teaching and Learning on a variety of topics. Staff also meets in departments in order to work toward goals set relating to instructional practices within specific subject domains. Additionally, MCCPS implements a professional learning culture that supports development of effective educators by regularly seeking feedback from educators on desired and relevant professional development, i.e. having staff complete a google form to provide input on professional development for the upcoming school year. Several sessions of professional development within the last five years have been dedicated to examining and dismantling implicit biases and systemic inequalities in order to establish an environment in which all students feel included, supportive, and can achieve success with learning.

In addition to strong leadership and positive survey feedback, MCCPS has adopted a comprehensive teacher evaluation system that aligns with the Massachusetts Department of Elementary and Secondary Education (DESE) teacher evaluation rubric. This system, known as the DESE 5-Step Evaluation Cycle, is implemented for all teachers, ensuring that standards of performance are met and continuously improved upon. The alignment with DESE standards demonstrates the school's commitment to maintaining high professional standards and accountability, further contributing to a positive professional climate. During SY23/24, this system was increasingly formalized with documents on evaluation being shared with faculty and staff. Educator Evaluation at MCCPS is composed of 4 parts, with observations taking place routinely throughout the year and Evaluations occurring twice yearly for all teachers. The first step in the educator evaluation plan is that all educators will review student data and complete a draft self-assessment informed by this data. They will then finalize their self-assessments and create educator plans to achieve their goals, focusing on intensive math and literacy interventions, differentiated instruction models, and professional development. Observations, conducted by directors and team leaders, will occur at least four times per year and focus on key instructional priorities. Formal observations include pre- and post-conferences for announced sessions and optional post-conferences for unannounced sessions. Additionally, teachers may participate in coaching cycles with the Director of Curriculum, Instruction, and Technology. Check-in meetings are held in January to discuss progress, with formative evaluations completed in February and summative evaluations in June.

Key Indicator 8.3: Contractual Relationships

N/A

CRITERION 9: GOVERNANCE

Key Indicator 9.1: Legal and Fiduciary Responsibilities

1a. Members of the Board of Trustees fulfill their responsibilities under Massachusetts law by providing competent and appropriate governance that ensures the school's success and sustainability. As evidence collected on the Board's most recent Self-Evaluation (SY22-23), all Trustees are committed to school policies, regularly attend meetings (100% agree), align with the school's mission, vision, and values (100% agree), and actively participate in school events (100% attend at least one, 70% attend three or more, and 40% attend five or more). They feel prepared to promote the school (100% agree) and recruit

new members (80% agree). Interaction with staff (80% agree) and families is high (100% agree/somewhat agree), and all members have read and understood the foundational documents (100% agree). Previous year's self-evaluations show similar trends, with 100% participation on Board Evaluations in SY 20/21, 21/22, and 22/23, and include comments from Trustees such as, "I think that MCCPS is an amazing hidden gem in our community with a wonderful, supportive environment for students who need a smaller more hands on approach to learning. I give my time and energy to help guide MCCPS to see the growth and success of this great school."

1b. The Board ensures oversight of administration, financial health, and goal progress without interfering in daily operations. They set annual goals with the Head of School and review performance using the MA School-Level Administrator Rubric.

Hiring and Transition of the Head of School:

- The Board hires a Head of School, who manages daily operations. A new Head of School was hired in July 2019, serving until April 2023.
- An Interim Head of School was appointed in April 2023 and later became the permanent Head of School due to exemplary performance.

The Governance Committee is essential to the Board's overall strength. It leads the recruitment strategy for new board members, oversees new board member orientation, organizes the annual board retreat, assesses the board's strengths, and ensures necessary professional development. This committee focuses on board continuity and internal health by identifying and recruiting new members with attention to balancing expertise and perspective, onboarding incoming members, and facilitating required DESE tasks. The annual retreat organized by the Governance Committee fosters thoughtful conversation, builds perspective, and helps set goals and priorities for the upcoming year.

The Finance Committee meets monthly with the Head of School and Business Manager to review all relevant financial reports and compare budget to actual progress. They work with the auditors to review each year's audit report and engage in the budgeting process, reviewing draft budgets to ensure educational priorities are met. The committee's role is to collaborate with the Head of School to create the upcoming fiscal year budget, present budget recommendations, monitor budget implementation, recommend revisions, and propose policies for managing the organization's assets. This committee's diverse perspectives and financial skills are crucial for maintaining the financial health of the school.

The Academic Excellence Committee, meeting monthly with the Head of School, Assistant Head of School, and Curriculum Directors, reviews a wide range of data and policies. This committee focuses on specific criteria in separate monthly meetings, such as reviewing MCAS data, student progress reports, and assessment practices. It measures the organization's academic results against goals set in the charter, accountability plan, and annual Head of School goals. This ensures that the board and Head of School share a vision of academic excellence and that all board members understand the charter's academic promises. Annually, the Academic Excellence Committee reports out on student academic achievement to the full board which includes an overview of statewide data, school data, comparative analysis, and the school's response.

Lastly, the Development Committee plays a vital role in ensuring sufficient funding to meet the school's charter promises and support its growth and sustainability. This committee assumes primary responsibility for raising non-grant funds, developing and implementing a realistic fundraising plan, and mentoring

other trustees in fundraising skills. This ensures the organization has the necessary resources to fulfill its mission and long-term goals.

Key Indicator 9.2: Culture of Collaboration

The Board of Trustees at MCCPS has established a strong collaborative culture through clear decision-making and communication systems. Meetings comply with Massachusetts Open Meeting Law, ensuring transparency and public accessibility. Agendas include opportunities for public comment and follow Robert's Rules of Order to encourage participation and thorough discussion, leading to well-informed decisions.

The Board's inclusive approach fosters thoughtful and comprehensive governance. Meeting agendas cover a wide range of topics, ensuring all aspects of school operations are reviewed. The Board uses the Board on Track platform for effective communication and coordination.

Public accountability is maintained through transparent operations and opportunities for public engagement, reinforcing the Board's commitment to the community. Meetings are well-attended by the public, both in-person and via Zoom.

Key Indicator 9.3: Focus on Improvement

The MCCPS Board of Trustees emphasizes continuous improvement to advance the school's mission and educational philosophy. The Board engages in strategic planning, setting, and monitoring progress toward specific goals, which is crucial for the school's sustained success and alignment with its mission.

In the past five years, the Board initiated a Strategic Plan Task Force, including board members, faculty, staff, parents, and community members, to develop and monitor the Strategic Plan. This Task Force conducts item-by-item analyses to guide future plans.

The Board sets annual goals, reviewed monthly at public meetings, focusing on community engagement, development, fundraising, and board recruitment. Clear processes for Trustee and School Leadership succession were laid out in the MCCPS Bylaws, adopted in December 2020, and include regulations on Board Officer terms and limits in Article 3 of the MCCPS Bylaws. Additionally, new adoption of the Emergency Succession Plan for Head of School in March 2023 outlines an emergency succession plan to facilitate the transition to both interim and longer-term leadership in the event of the sudden departure of a Head of School.

The MCCPS Board of Trustees remains dedicated to recruiting, selecting, orienting, and training new members to join the Board with relevant skills, expertise, and community connections. The Board of MCCPS has, as mentioned, made concerted efforts to recruit new members with specific, relevant expertise, particularly in the areas of finance, real estate, development and fundraising, Human Relations, and those possessing a background in law. Current Board members work in various fields including, law, education, business administration, IT and operations, and Human Resources. Additionally, it is a priority of the MCCPS Board to bring in outside facilitators for Trustee Orientation, including organizing a session with a retired Executive Director of a Massachusetts Charter School at the June 2024 Retreat to discuss history and purpose of charter schools, governance, administration, authorization and oversight, access and equity, accountability, finances, and strategic planning and dissemination.

Lastly, the Board of Trustees, with support from the Academic Excellence committee, regularly reviews disaggregated student data, particularly from MCAS and other standardized assessments such as iReady, to ensure appropriate academic growth for all students, and particularly student groups identified as

having significant achievement gaps such as English Learners and Former ELs, African American/black students, Hispanic students, and students with disabilities. In reviewing the data, the Board is provided insight on the academic quality of programming at MCCPS, and can thus give input into other accountability measures, such as the Student Opportunity Act (SOA).

CRITERION 10: FINANCE

The school maintains sound and stable finances and operates in a financially sound and publicly accountable manner. The school has a positive financial history, with adequate cash flow and net assets to support its operations and academic programs. The FY24 financial results indicate a deficit, primarily attributed to an unexpected decline in enrollment following a sudden leadership change. This deviation from typical financial performance is considered an anomaly and is being carefully analyzed and addressed by the school's administration to mitigate any further impacts on the institution's financial stability.

MCCPS develops an annual budget that is sustainable based on enrollment and other stable revenue sources, prioritizing student performance in budget decisions. The school utilizes an accurate accounting system and engages in thorough budgetary planning, oversight, and revision. It has appropriate internal controls in place, documented in fiscal policies and procedures. The school follows generally accepted accounting principles and undergoes independent financial audits with unqualified opinions.

Additionally, the school provides regular financial reports to stakeholders for transparency and accountability, has a reserve fund for emergencies, actively seeks additional revenue sources, and regularly reviews and adjusts financial policies in response to changes. Furthermore, the school demonstrates a commitment to long-term financial sustainability through multi-year financial projections and strategic planning initiatives.

The school maintains a sound and stable financial condition and demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, as evidenced by performance on key financial indicators reported in the Massachusetts Charter School Financial Dashboard. The school develops an annual budget that can be sustained by enrollment and other sources of historically stable revenue. The school uses all available allocated funding effectively to support student performance, opportunities, and outcomes. Student performance has been used to set budget priorities.

PLANS FOR THE NEXT FIVE YEARS

Our school's plans for the next charter term are focused on enhancing the quality and rigor of education we provide to our students and strengthening our partnership with families and the community. MCCPS' Board of Trustees and school leaders have strategically considered the next five years, identifying key areas for improvement and growth.

Confidence in propelling our plans forward lies in the recommitment to teacher voice and leadership in the recent restructuring of our leadership team to include active and collaborative teacher members, expanding beyond their traditional roles as department heads and committee members. Teachers now serve dual roles, both in the classroom and on the leadership team, helping to steer the direction and vision of the school. This structure will ensure that teachers have a direct impact on decision-making and the overall direction of the school.

In addition to focusing on teacher leadership, the next charter renewal term will focus on implementation of our newly drafted Student Opportunity Act (SOA) initiatives, which include building partnerships with educator preparation programs, personalized learning, and supporting curriculum implementation.

In previous years, MCCPS pursued collaborative efforts with educational preparation programs as an initiative. However, due to the pandemic, these partnerships were discontinued. By reestablishing and reinvigorating these partnerships, we aim to attract high-quality teachers, tap into emerging educators trained in the latest methodologies, and enhance the learning experience for students. This collaboration will help us attract passionate and dedicated educators who contribute to the academic growth of our students and meet both current and future needs at MCCPS.

As we expand personalized learning at our school, a key focus will be on implementing and developing data-driven assessment practices to identify students who may benefit from targeted re-teaching or accelerated work. By analyzing student achievement data and performance metrics, we will pinpoint areas where students may need additional support or opportunities for enrichment. This data-driven approach will allow us to personalize learning experiences for each student based on their individual strengths, needs, and learning preferences. For students who require re-teaching, we will provide targeted interventions and additional support to help them master challenging concepts. Conversely, for students who are ready for accelerated work, we will offer advanced learning opportunities and enrichment activities to keep them engaged and challenged. By leveraging data to personalize instruction and support, we will ensure that every student receives the tailored educational experience they need to thrive and succeed

To support curriculum implementation at MCCPS, we have outlined several action steps to ensure teachers are equipped and supported in delivering high-quality instruction. Expanded professional development programs will be a key component, with ongoing workshops, coaching sessions, and collaborative planning time focused on the implementation and alignment of high-quality instructional materials. Additionally, dedicated staff, including curriculum specialists and a Director of Teacher Support and Training, will provide continuous support to teachers in math and ELA, troubleshooting challenges, and optimizing instructional practices. To monitor progress, a robust system for evaluating curriculum implementation will be in place, including classroom observations, student performance data analysis, and teacher feedback to ensure that the curricula are effectively meeting student needs. By implementing these action steps, we are confident that our teachers will have the necessary support to successfully implement our curricula and help students achieve academic success.

Lastly, over the next charter term, we will focus on accelerating learning for historically underserved students. This will involve implementing steps such as expanded professional development programs, hiring dedicated staff, and implementing monitoring and evaluation processes to ensure our curricula effectively meet all students' needs. To strengthen family engagement in this area, we will implement virtual family engagement events to make it easier for families to participate, as well as involving families in curriculum decisions and establishing an English Learner Parent Advisory Council (ELPAC) to better support our multilingual learners.

Overall, our school's plans for the next charter term are designed to improve the quality of education we provide, increase rigor and alignment of curriculum to project based and service learning, and strengthen our partnerships with families and the community to accelerate learning for all students, particularly those identified as having significant achievement gaps. These strategic initiatives will guide our efforts over the next five years and help us continue to grow and evolve as a school.



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

and Appendix A

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:
Date report submitted:

APPENDIX A: ACCOUNTABILITY PLAN PERFORMANCE

FAITHFULNESS TO CHARTER

	Charter Term Performance				Evidence
	M (Met)		NM (Not Met)		
	2	0	2	0	
	2	0	2	0	
	2	2	2	2	
	0	1	2	3	
	-	-	-	-	
	2	2	2	2	
	1	2	3	4	
Objective: Objective (for KDE 1): MCCPS will implement a system that empowers teachers to support one another in the lesson design and implementation process while committing to take ownership of our pursuit toward a culture of continuous improvement.					
<p>Measure: Each year the Humanities, Math/Science, World Language, and Inclusion teachers will participate in the Dutch system of “Leerkracht” (Teaching Force) program that promotes collaborative lesson design, peer observations, and real-time feedback to participants. Teachers participating in this program will meet weekly. Teachers will observe peers and be observed by peers a minimum of once per month.</p>	<p>2020-21: Twenty teachers participated in the Teaching Force program, focusing on lesson design for remote/hybrid learning, with full implementation and peer observations delayed due to COVID-19.</p> <p>2021-22: Twenty teachers and administrators focused on goal setting and collaborative lesson design in the Teaching Force program, with initial peer observations and the introduction of Information Board sessions in every classroom.</p> <p>2022-23: Sixth, seventh, and eighth-grade teachers, along with the World Language teacher, participated in the Teaching Force program, achieving 52 peer observations and involving students in goal setting, self-reflection, and “Student Arenas” to share learning strategies.</p> <p>2023-24: Despite not fully implementing the “Leerkracht” protocols due to staff changes, significant positive outcomes were achieved, with 100% of staff collaborating on lesson design and 50% participating in peer observations.</p>	<p style="margin: 0;">NM</p> <p style="margin: 0;">M</p> <p style="margin: 0;">M</p> <p style="margin: 0;">NM</p>	<p style="margin: 0;">NM</p> <p style="margin: 0;">M</p> <p style="margin: 0;">M</p> <p style="margin: 0;">NM</p>	<p style="margin: 0;">NM</p> <p style="margin: 0;">M</p> <p style="margin: 0;">M</p> <p style="margin: 0;">NM</p>	<p style="margin: 0;">2</p> <p style="margin: 0;">0</p> <p style="margin: 0;">2</p> <p style="margin: 0;">0</p> <p style="margin: 0;">-</p> <p style="margin: 0;">2</p> <p style="margin: 0;">1</p>

<p>Measure: Each year, each member of the faculty who are participating in the Teaching Force work will lead at least one professional development or mentoring activity. This work may be reflected in the teacher evaluation process.</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>NM</p>	<p>2020-21: The professional development opportunities were led by an outside consultant to assist our faculty in learning more about the Teaching Force program. 2021-22: Professional development was led by an outside consultant to educate faculty on the Teaching Force program, with plans to incorporate teacher-led sharing of effective practices into next year's weekly sessions. 2022-23: Professional development, led by the Head of School and an outside consultant, helped faculty solidify their understanding of the Teaching Force protocols as teachers worked in small groups to prepare for peer observations. 2023-24: The goal was not met as staff opted to forgo the "Teaching Force" program after several trained members left and the integrated arts department was new, but faculty adapted by leading professional development on co-teaching and lesson design, with the leadership team maintaining a collaborative culture through school-wide sessions, mentoring, and integration into the teacher evaluation process.</p>
<p>Objective: : (for KDE 2): MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.</p>					
<p>Measure: Twice a year, teachers at each grade level will collaborate to create project-based learning experiences that include the development of higher-order thinking skills. Recent past exhibitions have focused more on the product than the process of learning. This objective is driving our collective goal of upgrading the quality of the Exhibitions and the overall experience for both students and parents/community members.</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>2020-21: During the second and third trimesters, 100% of teachers collaborated to create PBL experiences focusing on higher-order thinking skills, culminating in a virtual March Exhibition and a hybrid in-person and virtual June Exhibition. 2021-22: During the second and third trimesters, 100% of teachers collaborated to create PBL experiences focused on higher-order thinking skills, with all Exhibitions held in person, and plans to bring in an outside presenter to enhance PBL strategies. 2022-23: All teachers participated in professional development on PBL and implemented strategies for more meaningful projects, with all students participating in at least two public Exhibitions, and some grade levels completing three. 2023-24: The goal was met with 100% of teachers implementing performance-based assessments that elevated Exhibitions' quality and enriched the experience for students, parents, and community members.</p>

<p>Measure: Each semester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to the school's Criteria for Excellence, which are aligned to NCTM, NAME, and MA Curriculum Frameworks.</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>Met</p>	<p>2020-21:By the end of the year at least 80% of the students at each grade level achieved proficient or higher on project-based assessments that were aligned to the grade level standards. The Criteria of Excellence was updated by our teachers this year, the first year of implementing and aligning the Criteria with lessons/unit plans</p> <p>2021-22: By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p> <p>2022-23:By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p> <p>2023-24:By the end of the year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned to grade-level standards, and teachers updated the Criteria of Excellence, implementing and aligning it with lessons and unit plans.</p>
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Objective: (for KDE 3): MCCPS will employ a digital portfolio system to document student achievement and growth.				
<p>Measure: Each trimester, 100% of students will document a project-based learning assessment and reflection for each of the core subjects of English language arts, math, science, global studies, world language, art, and music.</p>	NM	M	M	M
	<p>2020-21: Our 8th grade students successfully curated and showcased portfolios at the end of the last two trimesters, setting exemplars for other grades, with Schoology being introduced as a new tool. 2021-22: Students at each grade level initiated a portfolio, with 7th graders assisting their 4th grade mentees in the process. 2022-23: 100% of students created a digital portfolio, posting at least one project example and reflection. 2023-24: 100% of students posted work from all core subjects to digital portfolios and showcased their achievements at student-led conferences, documenting project-based learning assessments and reflections each trimester for every subject.</p>			
<p>Measure: Each trimester, 100% of students will track their progress toward our criteria for excellence in each of the core subjects of English language arts, math, science, global studies, world language, art, and music. Students will identify strengths and areas for growth while reporting out their findings midway through the year in a student-led conference.</p>	NM	NM	NM	NM
	<p>2020-21: During the pandemic, the Criteria for Excellence was finalized, with implementation and progress monitoring planned for the next school year. 2021-22: While portfolios were established, not all grade levels tracked progress toward the Criteria for Excellence, though some progress was made, with plans to build on this next year. 2022-23: 100% of students posted work to their digital portfolio and participated in a student-led conference, sometimes connecting their work to the Criteria for Excellence through entries and reflections with teacher guidance, with ongoing efforts to enhance these connections. 2023-24: 100% of students posted work to their digital portfolios and participated in student-led conferences, with efforts to connect their work to the Criteria for Excellence through portfolio entries and reflections, with plans to continue improving these connections.</p>			

DISSEMINATION

	Charter Term Performance					Evidence
	M (Met)		NM (Not Met)			
	2	0	2	1	0	
	2	0	2	0	2	
	0	2	1	2	3	
	-	2	-	2	-	
	2	1	2	2	2	
	1	2	3	4	4	
<p>Objective: MCCPS will disseminate its practicing regarding Project-Based Learning & Peer Observations to other schools in Massachusetts.</p>						
<p>Measure: Measure: By the end of the 2024-2025 school year, members of the faculty and administration will have shared effective practices in project-based learning with colleagues from the sending district and at conferences.</p>	NM	NM	NM	NM	M	<p>2020-21: COVID-19 restrictions limited travel and conference attendance, so the focus was on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.</p> <p>2021-22: COVID-19 restrictions limited travel and conference attendance, so the focus was on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.</p> <p>2022-23: Although teachers attended the MassCue presentation on Teaching Force, efforts to develop a rapport with sending districts for sharing PBL ideas are ongoing.</p> <p>2023-24: The goal was met as fifth graders shared narratives with a local kindergarten class, the technology teacher demonstrated tech literacy approaches, and faculty and administration shared practices with both sending districts and at conferences.</p>
<p>Measure: Measure: By the end of the 2024-2025 school year, representatives of our school will present to at least two conferences</p>	NM	NM	M	NM	NM	<p>2020-21: COVID-19 restrictions limited travel and conference attendance, so our focus was on implementing remote/hybrid instruction.</p>

<p>each year on our system of peer observations (Teaching Force).</p>					<p>2021-22: COVID-19 restrictions again limited travel and conference attendance, with the focus on implementing the Criteria for Excellence, Teaching Force, and Student Portfolios internally.</p> <p>2022-23: The Head of School presented on Teaching Force at the AMLE Hawaii Education Summit Conference and, along with three teachers, at the MassCUE conference.</p> <p>2023-24: The goal was not met due to the transition away from the Teaching Force program, but the directors of Teaching and Learning represented our school at the MassCUE conference, presenting on student-led conferences and digital portfolios.</p>
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MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix B

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant

Phone: (781) 631-0777

Email: sbrant@marbleheadcharter.com

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:

APPENDIX B: STATEMENT OF ASSURANCES AND CERTIFICATION STATEMENTS

GENERAL STATEMENT OF ASSURANCES

Name of School: Marblehead Community Charter Public School
Address: 17 Lime Street, Marblehead, MA 01945

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this Application is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).
2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third-party provider (Mass. Gen. Laws c. 71, § 89(1)).
3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).
4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of applications exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).
5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).
6. Will operate in a school facility that is fully or programmatically accessible to individuals with physical handicaps.
7. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.
8. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.
9. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.
10. Will adhere to all applicable provisions of federal and state law relating to students who are English learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five-year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data, including sibling enrollment, as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will ensure that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).
24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).

27. Will ensure that every member of the school’s board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth’s open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature: Chair of Board of Trustees (or Designated Signatory) _____
Date

Print/Type Name: Kathryn E. Holt
Title: Chair of Board of Trustees

RENEWAL APPLICATION CERTIFICATION STATEMENT

Name of School: Marblehead Community Charter Public School

Address: 17 Lime Street, Marblehead, MA 01945

I hereby certify that the information submitted in this Application for Renewal of a Public School Charter is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

Signature: Chair of Board of Trustees (or Designated Signatory)

Date

Print/Type Name: Kathryn E. Holt

Title: Chair of Board of Trustees

Date the Application for Renewal Was Approved by the School's Board of Trustees:



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix B

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant

Phone: (781) 631-0777

Email: sbrant@marbleheadcharter.com

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:

Marblehead Community Charter Public School
June 30, 2023

Ratio	2023	2022	2022 State Average	2022 State Average Risk Levels		
				Low Risk	Moderate Risk	High Risk
Current Ratio <i>measures short term financial health</i>	2.77:1	3.67:1	4.0:1	>=1.5	Between 1.0 and 1.5	< 1.0
Unrestricted Days Cash <i>measures how many days a school can pay its expenses without another inflow of cash</i>	56 days	103 days	111 days	>=60 days	Between 30 and 60 days	< 30 days
Percentage of Program Paid by Tuition <i>measures percentage of expenses funded by tuition</i>	89%	99%	88%	>=90%	Between 75% and 90%	< 75%
Percentage of Program Paid by Tuition & Federal Grants <i>measures percentage of expenses funded by tuition and federal grants</i>	94%	106%	97%	>=90%	Between 75% and 90%	< 75%
Percentage of Total Revenue Expended on Facilities <i>measures percentage of revenue that is spent on operation and maintenance</i>	11%	10%	13%	<=15%	Between 15% and 30%	> 30%
Change in Net Position Percentage <i>measures school's cash management efficiency</i>	3%	14%	5.6%	Positive %	Between -2% and 0%	< -2%
Debt to Asset <i>measures extent of reliance on borrowed funds to finance its operations</i>	0.75	0.77	0.50	<=.9	Between .9 and 1	> 1
Enrollment	218	221	590			



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

**Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use
and Occupancy**

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:



The Commonwealth of Massachusetts

Town of Marblehead

New and Renewal Certificate of Inspection

In accordance with 780 CMR, Chapter 1 (The Ninth Edition of the Massachusetts State Building Code) and Chapter 304 of the Acts of 2004 (an Act to further enhance fire and life safety), this certificate of inspection is issued to the premise or structure or part thereof as herein identified.

Issued to	Certificate No.
<i>Identify Name of Establishment</i>	CI-23-41
Marblehead Community Charter Public School	

Located at	Certificate Expiration
<i>Identify property address including street number, name, city or town and county</i>	
17 Lime Street, Marblehead, Massachusetts, Essex County	

Use Group Classification(s)	Basement	First Floor	Second Floor	Third Floor	Fourth Floor	Other
		A-4				
Allowable Occupant Load	Charter Hall 431 Comm Rm 205 Classrooms 453					

This certificate of inspection is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and/or laminated and posted in a conspicuous place within the space as directed by the undersigned. Failure to post or tampering with the contents of the certificate is strictly prohibited.

Name of Municipal Fire Captain	Captain Gregg McLaughlin	Name of Municipal Building Inspector	Benjamin Lebowitz
Signature of Municipal Fire Chief		Signature of Interim Bldg Commissioner	
		Date of Inspection	September 11, 2023
		Date of Issuance	September 18, 2023



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:



The Commonwealth of Massachusetts

Town of Marblehead

New and Renewal Certificate of Inspection

In accordance with 780 CMR, Chapter 1 (The Ninth Edition of the Massachusetts State Building Code) and Chapter 304 of the Acts of 2004 (an Act to further enhance fire and life safety), this certificate of inspection is issued to the premise or structure or part thereof as herein identified.

Issued to	<i>Identify Name of Establishment</i>				Certificate No.	
	Marblehead Community Charter Public School				CI-23-41	
Located at	<i>Identify property address including street number, name, city or town and county</i>				Certificate Expiration	
	17 Lime Street, Marblehead, Massachusetts, Essex County				August 2024	
Use Group Classification(s)	Basement	First Floor	Second Floor	Third Floor	Fourth Floor	Other
		A-4				
Allowable Occupant Load			Charter Hall 431	Comm Rm 205	Classrooms 453	

This certificate of inspection is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and/or laminated and posted in a conspicuous place within the space as directed by the undersigned. **Failure to post or tampering with the contents of the certificate is strictly prohibited.**

Name of Municipal Fire Captain	Captain Gregg McLaughlin	Name of Municipal Building Inspector	Benjamin Lebowitz	Date of Inspection	September 11, 2023
Signature of Municipal Fire Chief		Signature of Interim Bldg Commissioner		Date of Issuance	September 18, 2023



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

Up-to-date Building Safety Inspection/Certificate of Inspection

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted:



The Commonwealth of Massachusetts

Town of Marblehead

New and Renewal Certificate of Inspection

In accordance with 780 CMR, Chapter 1 (The Ninth Edition of the Massachusetts State Building Code) and Chapter 304 of the Acts of 2004 (an Act to further enhance fire and life safety), this certificate of inspection is issued to the premise or structure or part thereof as herein identified.

Issued to	<i>Identify Name of Establishment</i>				Certificate No.
	Marblehead Community Charter Public School				CI-23-41
Located at	<i>Identify property address including street number, name, city or town and county</i>				Certificate Expiration
	17 Lime Street, Marblehead, Massachusetts, Essex County				August 2024
Use Group Classification(s)	<i>Basement</i>	<i>First Floor</i>	<i>Second Floor</i>	<i>Third Floor</i>	<i>Fourth Floor</i>
		A-4			
Allowable Occupant Load		Charter Hall 431 Comm Rm 205 Classrooms 453			

This certificate of inspection is hereby issued by the undersigned to certify that the premise, structure or portion thereof as herein specified has been inspected for general fire and life safety features. This certificate shall be framed behind clear glass and/or laminated and posted in a conspicuous place within the space as directed by the undersigned. **Failure to post or tampering with the contents of the certificate is strictly prohibited.**

Name of Municipal Fire Captain	Captain Gregg McLaughlin	Name of Municipal Building Inspector	Benjamin Lebowitz	Date of Inspection	September 11, 2023
Signature of Municipal Fire Chief		Signature of Interim Bldg Commissioner		Date of Issuance	September 18, 2023



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

Up-to-date Health Inspection/Health Permit

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:

PLEASE POST IN PUBLIC VIEW

NUMBER
23-198



FEE

Town of Marblehead – Board of Health

PERMIT TO OPERATE A FOOD ESTABLISHMENT

In accordance with Regulations promulgated under authority of Chapter 94, Section 305A and Chapter 111, Section 5 of the General Laws a Permit is hereby granted to:
Marblehead Community Charter Public School

Whose Place of Business is at **17 Lime Street.**

Type of Business and any restrictions: **Food Service**
To operate a food establishment in **THE TOWN OF MARBLEHEAD**
PERMIT EXPIRES June 30, 2024

William S. Hoff BOARD
June D. Miller OF
[Signature] HEALTH



FOOD ESTABLISHMENT INSPECTION REPORT R-10

Marblehead Charter Food Pantry
 17 Lime Street
 Marblehead, MA 01945

Inspection Number	Date	Time In/Out	Inspection Type	Client Type	Inspector
282EF	3/12/24	9:43 AM 9:55 AM	Routine	Food Only	B.Cody
Permit Number	Risk	Variance	Priority	Pf	Core Repeat
R24-071			Violation Summary:		

Foodborne Illness Risk Factors and Public Health Interventions

IN = in compliance OUT= out of compliance N/O = not observed N/A = not applicable COS = corrected on-site during inspection Repeat Violations Highlighted in Yellow

Supervision	IN	OUT	NA	NO	COS	Protection from Contamination (Cont'd)	IN	OUT	NA	NO	COS
1. PIC present, demonstrates knowledge, and performs duties	✓					15. Food separated and protected	✓				
2. Certified Food Protection Manager	✓					16. Food-contact surfaces; cleaned & sanitized				✓	
Employee Health						Time/Temperature Control for Safety					
3. Management, food employee and conditional employee knowledge, responsibilities and reporting	✓					17. Proper disposition of returned, previously served,	✓				
4. Proper use of restriction and exclusion	✓					18. Proper cooking time & temperatures				✓	
5. Procedures for responding to vomiting and diarrheal events	✓					19. Proper reheating procedures for hot holding				✓	
Good Hygienic Practices						Consumer Advisory					
6. Proper eating, tasting, drinking, or tobacco use	✓					20. Proper cooling time and temperature				✓	
7. No discharge from eyes, nose, and mouth	✓					21. Proper hot holding temperatures				✓	
Preventing Contamination by Hands						Highly Susceptible Populations					
8. Hands clean & properly washed	✓					22. Proper cold holding temperatures				✓	
9. No bare hand contact with RTE food or a pre-approved	✓					23. Proper date marking and disposition				✓	
10. Adequate handwashing sinks supplied and accessible	✓					24. Time as a Public Health Control; procedures & records				✓	
Approved Source						Food/Color Additives and Toxic Substances					
11. Food obtained from approved source	✓					25. Consumer advisory provided for raw/undercooked food				✓	
12. Food received at proper temperature	✓					26. Pasteurized foods used; prohibited foods not offered				✓	
13. Food in good condition, safe & unadulterated	✓					27. Food additives: approved & properly used				✓	
14. Required records available: shellstock tags, parasite					✓	28. Toxic substances properly identified, stored & used				✓	
Repeat Violations Highlighted in Yellow						Conformance with Approved Procedures					
						29. Compliance with variance/specialized process/HACCP				✓	

Good Retail Practices

Safe Food and Water	IN	OUT	NA	NO	COS	Proper Use of Utensils	IN	OUT	NA	NO	COS
30. Pasteurized eggs used where required					✓	43. In-use utensils: properly stored					
31. Water & ice from approved source						44. Utensils, equip. & linens: property stored, dried & handled					
32. Variance obtained for specialized processing methods					✓	45. Single-use/single-service articles: properly stored & used					
Food Temperature Control						Utensils, Equipment and Vending					
33. Proper cooling methods used; adequate equip. for temp.	✓					46. Gloves used properly					
34. Plant food properly cooked for hot holding						47. All contact surfaces cleanable, properly designed,					
35. Approved thawing methods used						48. Warewashing facilities: installed, maintained & used; test					
36. Thermometers provided & accurate						49. Non-food contact surfaces clean					
Food Identification						Physical Facilities					
37. Food properly labeled; original container						50. Hot & cold water available; adequate pressure					
Prevention of Food Contamination						51. Plumbing installed; proper backflow devices					
38. Insects, rodents & animals not present						52. Sewage & waste water properly disposed					
39. Contamination prevented in prep, storage & display						53. Toilet facilities: property constructed, supplied, & cleaned					
40. Personal cleanliness						54. Garbage & refuse properly disposed; facilities maintained					
41. Wiping cloths; properly used & stored						55. Physical facilities installed, maintained & clean					
42. Washing fruits & vegetables						56. Adequate ventilation & lighting; designated areas use					
						60. 105 CMR 590 violations / local regulations					✓

Official Order for Correction: Based on an inspection today, the items marked "OUT" indicated violations of 105 CMR 590.000 and applicable sections of the 2013 FDA Food Code. This report, when signed below by a Board of Health member or its agent constitutes an order of the Board of Health. Failure to correct violations cited in this report may result in suspension or revocation of the food establishment permit and cessation of food establishment operations. If you are subject to a notice of suspension, revocation, or non-renewal

B. Cody

B. Cody

D. Russo

Danielle Russo - Expires
Certificate #:

Follow Up Required: Y Follow Up Date: _____

FOOD SAFETY INSPECTION REPORT

Marblehead Charter Food Pantry
 17 Lime Street
 Marblehead, MA 01945

Inspection Number
282EF

Date
3/12/24

Time In/Out
9:43 AM
9:55 AM

Inspector
B.Cody

Inspection Report (Continued)
Repeat Violations Highlighted in Yellow

88 - -
 No violations -

Temperatures

Area	Equipment	Product	Notes	Temps
Dry Storage	Reach-In Cooler	Reach in cooler		40.0 °F
Dry Storage	Reach-in Freezer	Reach in freezer		0 °F

Temperatures in **RED** identify items in the temperature danger zone. See the report notes for specific details.

Notes

Dry storage area with products for distribution. Temperature 58.0 degrees.
 Retail products, n evidence of tampering, torn packages, dented cans or expired products.
 After campus hours customers drive up and the products are brought to the car or the products are delivered to their home.

Marblehead Health Department - 7 Widger Road - 01945



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

Up-to-date Insurance Certificate

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:



Charter School Practice

Property & Casualty Insurance Program Effective 7/1/24 to 7/1/25

Premium and Exposure Comparison for 2024 Insurance Program vs. 2023

Marblehead Community Charter Public School; The Marblehead Charter Education Fund Inc; MCCPS Educational Foundation

PREMIUMS						
Coverage	Renewing Insurer	2023/2024 Premium	2024/2025 Premium	% Difference	\$ Difference	Comments
Property Coverage	Hanover Insurance	\$21,591	\$24,556	13.7%	\$2,965	•Includes 3% Total Insured Values increase for inflation
General Liability Coverage	Hanover Insurance	\$4,250	\$4,216	-0.8%	-\$34	
School Board, Educators Legal & Employment Practices	Hanover Insurance	\$6,727	\$6,727	0.0%	\$0	
Umbrella	Hanover Insurance	\$6,231	\$6,791	9.0%	\$560	
Workers Compensation	Atlantic Charter	\$14,923	\$15,161	1.6%	\$238	
Crime	Hanover Insurance	\$503	\$502	-0.1%	-\$1	
TOTAL PROGRAM		\$54,225	\$57,953	6.9%	\$3,728	
Atlantic Charter Dividend		\$1,543	\$1,343			•Dividend for 2024 projected based on 2023 claims. Payable in February 2025
TOTAL PROGRAM AFTER DIVIDEND		\$52,682	\$56,610			

LIMITS AND EXPOSURES						
Exposures		2023/2024	2024/2025	% Difference	Numerical Difference	Comments
Total Insured Values - Replacement Cost / 100% Coinsurance / Agreed Value		\$11,711,385	\$12,062,727	3.0%	\$351,342	
<i>Property Deductible</i>		\$10,000	\$10,000	0.0%	\$0	
Business Income/Extra Expense		\$1,000,000	\$1,000,000	0.0%	\$0	
<i>BI/EE Deductible</i>		72 Hours	72 Hours	No Change		
Earthquake Limit		\$1,000,000	\$1,000,000	0.0%	\$0	
<i>Earthquake Deductible</i>		\$25,000	\$25,000	0.0%	\$0	
Flood Limit		\$1,000,000	\$1,000,000	0.0%	\$0	
<i>Flood Deductible</i>		\$25,000	\$25,000	0.0%	\$0	
Crime		\$100,000	\$100,000	0.0%	\$0	
<i>Crime Deductible</i>		\$1,000	\$1,000	0.0%	\$0	
Auto Liability Limit		\$1,000,000	\$1,000,000	0.0%	\$0	
General Liability Limit		\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>GL Deductible</i>		\$0	\$0	0.0%	\$0	
# of Faculty		34	30	-11.8%	-4	
# of Students		230	200	-13.0%	-30	
Employee Benefits Liability		\$1,000,000	\$1,000,000	0.0%	\$0	
<i>EBL Retention</i>		\$1,000	\$1,000	0.0%	\$0	
Sexual Misconduct or Molestation Liability		\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
Educators Legal Liability Limit - Claims Made		\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>ELL Retention</i>		\$10,000	\$10,000	0.0%	\$0	
Employment Practices Liability		\$1,000,000	\$1,000,000	0.0%	\$0	•Umbrella provides additional limit
<i>EPL Retention</i>		\$10,000	\$10,000	0.0%	\$0	
Privacy and Security Liability + Cyber Media Liability		\$100,000	\$100,000	0.0%	\$0	
<i>Cyber Deductible</i>		\$10,000	\$10,000	0.0%	\$0	
Employers Liability		\$1,000,000	\$1,000,000	0.0%	\$0	
Annual Payrolls - Estimated						
<i>WC Rate: 9101</i>		\$169,950	\$197,250	16.1%	\$27,300	
<i>WC Rate: 8868</i>		\$2,423,602	\$2,323,958	-4.1%	-\$99,644	
<i>Total Annual Payrolls</i>		\$2,593,552	\$2,521,208	-2.8%	-\$72,344	
Experience Mod. Factor		0.89	0.89	0.0%	0.00	
Umbrella Liability Limit		\$4,000,000	\$4,000,000	0.0%	\$0	
TOTAL INSURANCE PROGRAM RISK TRANSFER RATE AS PERCENTAGE OF PAYROLL						
		2023/2024	2024/2025	% Difference	Numerical Difference	
Total Premium		\$54,225	\$57,953	6.9%	\$3,728	
Total Payroll		\$2,593,552	\$2,521,208	-2.8%	-\$72,344	
Risk Transfer Rate		2.09%	2.30%	9.9%		

This document is a symbol of coverage only, the policy contains additions, exclusions, and/or limitations that are not shown here. Please refer to the policy or contact Fred C. Church, Inc. for complete coverage details.



**Charter School Insurance Excellence Group
Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24
Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage	
Coverage for School Assets						
Property including Boiler & Machinery Equipment Breakdown Agreed Amount, Replacement Cost, No Co-insurance	Hanover Insurance Group A.M. Best Rating A (Excellent) Policy No. ZHN9076166 7/1/23 to 7/1/24	\$19,171	Building Limit \$9,551,385 Contents Limit \$2,160,000 <i>See Statement of Values for Details</i>	\$10,000 1% Wind/Hail	Provides replacement cost coverage for your buildings and contents by most causes of physical damage including sublimits for boiler & machinery equipment breakdown. Valuation is at your estimated replacement cost, agreed to by the underwriter with no co-insurance penalty.	
Deductible increased from \$2,500 to \$10,000						
Business Interruption Loss of Tuition & Extra Expense		\$1,660	\$1,000,000	72 Hours	Coverage for loss of tuition, payroll and extra expenses to continue school operations following a property damage loss. Blanket Limit over all locations.	
Natural Catastrophe Coverage for Flood Zones B, X, C Earthquake		\$760	\$1,000,000 Flood \$1,000,000 Earthquake	\$25,000 Flood \$25,000 Earthquake	Provides replacement cost coverage for property damage and business interruption as a result of flood in Zones X, C and earth movement	
Educational Institutions Platinum Broadening Endorsement		Included in Property	Over 50 coverage enhancements with limits from \$5000 to \$500,000	Same as property	See Gold Property and Educational Institutions Property Broadening Endorsement Forms	
Computer Hardware & Software		Included in Property	Included in Property Value	Same as property	Replacement cost coverage for computers, hardware and software damaged as a result of a covered peril. Blanket Limit over all Locations.	
Miscellaneous School Property Floater		Included in Property	Included in Contents Value	Same as property	Replacement cost coverage for School Band & Athletic Uniforms; Athletic Equipment; Musical Instruments; Cameras, Projection Equipment; Film when damaged as a result of a covered peril.	
Cyber Liability - Data Breach Expense Coverage		\$160	\$100,000 Cyber Liability \$100,000 Data Breach Expenses	\$10,000 for Data Breach; \$10,000 for Cyber Liability	Data Breach Expense coverage plus liability coverage for Cyber Media, Privacy & Security and Cyber Liability coverage built into the Hanover Property and General Liability policies.	



**Charter School Insurance Excellence Group
Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24
Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Crime Loss Discovery 3 Year Premium \$1508 Billed in Annual Installments	Hanover Insurance Group A.M. Best Rating A (Excellent) Policy No. BDND622757 7/1/21 to 7/1/24	\$503	\$100,000	\$1,000	Coverage for Employee Theft, Funds Transfer, Computer & Credit Card Fraud; Monies & Securities, ERISA Bond. Coverage is triggered by the date the loss is discovered regardless of when it actually occurred.
Crime - False Pretense Coverage		Included in Crime	\$50,000	\$10,000	Coverage for direct monetary loss by means of fraudulent misrepresentation such means as social engineering, pretexting, phishing, spear phishing, or other false pretense by a person representing themselves as an Employee Vendor or Client.
Coverage for School & Foundation Operational, Board, Educator's Legal and Employment Practices Liabilities					
General Liability including Premises, Operations, Products, Advertising, Fire Damage Legal Liability and Employee Benefits Liability	Hanover Insurance Group A.M. Best Rating A (Excellent) Policy No. ZHN9076166 7/1/23 to 7/1/24	\$4,090	\$1,000,000 Each Occurrence \$3,000,000 Annual Aggregate \$15,000 Medical Payments Umbrella Provides Additional Limit	None except for Employee Benefits Liability Claims \$1,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging bodily injury or proper damage to others. Named Insureds include the School, the Foundation, Board Members, Employees, Volunteers, Student Groups, Parent Groups, Student Teachers



**Charter School Insurance Excellence Group
 Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24
 Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Professional Services Liability		Included in General Liability	Included in General Liability <i>Umbrella Provides Additional Limit</i>	None	Extends Liability and Legal Defense coverage to School Nurses, Psychologist Therapists, Social Workers, Guidance Counselors, Athletic Trainers. Speech, hearing, occupational or physical therapy services, treatment, advice or instruction
Sexual Misconduct, Abuse & Molestation including Legal Defense		Included in General Liability	\$1,000,000 Each Occurrence \$1,000,000 Annual Aggregate <i>Umbrella Provides Additional Limit</i> Innocent Party Defense Limit \$300,000	None	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging sexual misconduct, abuse or molestation. Alleged perpetrator(s) defended up to adjudication. Named Insureds include the School, the Foundation, Board Members, Employee Volunteers, Student Teachers
Automobile Hired & Non-owned Liability		Included in General Liability	\$1,000,000 Bodily Injury & Property Damage Combined Single Limit of Liability <i>Umbrella Provides Additional Limit</i>	None	Coverage for bodily injury & property damage liability to others. Employees & Volunteers driving their vehicles on school business are covered as Named Insureds. Coverage sits excess of any personal auto insurance or rental auto insurance.
School Board of Trustees & Educators Legal Liability Claims Made Policy with Occurrence Retroactive Date of 7/1/95		\$2,180	\$1,000,000 Per Claim & Annual Aggregate <i>Umbrella Provides Additional Limit</i>	\$10,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging financial damages to others. Provides coverage in 2 specific areas: Directors & Officers Liability (e.g. wrongful act by trustee or officer which financially harms competitor, creditor, student, alumni or government agency) Educators Professional Liability (e.g. failure to educate, failure to accommodate disability); Additional coverage for Non-monetary Relief Defense Limit \$100,000 Annual Aggregate Named Insureds include the School, the Foundation, Employees, Volunteers, Board Members & their Spouses or Domestic Partners, Student Teachers.



**Charter School Insurance Excellence Group
Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24
Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
Employment Practices Liability Claims Made Policy with Occurrence Retroactive Date of 7/1/95		\$4,547	\$1,000,000 Per Claim & Annual Aggregate <i>Umbrella Provides Additional Limit</i>	\$10,000	Coverage for legal defense costs and settlements, judgments or awards from lawsuits alleging financial damages as a result of Employment Practices Liability (e.g. wrongful termination, sexual harassment or discrimination); Third Party coverage is included; Legal Defense Expenses for Disputes involving Wage & Hour Laws - up to \$100,000 Named Insureds include the School, the Foundation, Employees, Volunteers, Board Members, Student Teachers
Key Employee Replacement Expense for position of Executive Director		Included in General Liability	\$50,000 per Loss \$100,000 Annual Aggregate	None	Provides Key Employee Replacement Expenses due to sudden and accidental death or permanent disability of Scheduled Employees. Expenses include temporary personnel, education & training, employment agency fees, advertising, costs of interviewing and investigating replacements
Umbrella Excess Liability	Hanover Insurance Group A.M. Best Rating A (Excellent) Policy No. UHN9076173 7/1/23 to 7/1/24	\$6,231	\$4,000,000 Each Occurrence \$4,000,000 Annual Aggregate	Underlying Coverage	Umbrella coverage provides additional limit coverage following form over General, Professional Services, Sexual Misconduct, Automobile, School Board Educators Legal; Employment Practices and Employers Liability
Workers Compensation & Employer's Liability Based on Payrolls 8868 = \$2,423,602 9101 = \$169,950 Experience Mod. 7/1/23 = 0.89	Atlantic Charter Insurance Company A.M. Best Rating A (Excellent) Policy No. WCA00575002 7/1/23 to 7/1/24	\$14,923	Massachusetts Statutory Benefits and Employer's Liability Limits at \$1,000,000	None	Coverage for the legal obligation of an employer to pay damages because of bodily injury by accident or disease, including resulting death, sustained by an employee arising out of or in the course of employment.
International Travel Liability	AIG A.M. Best Rating A (Excellent)	No International Travel Plans 2021-2022			

Total Program Premiums and Risk Transfer Rate



**Charter School Insurance Excellence Group
Property & Casualty Insurance Program Summary Effective 7/1/23 to 7/1/24
Marblehead Community Charter Public School; MCCPS Educational Foundation**

Policy	Insurer	Annual Premium	Limit	Deductible	Coverage
		2023	2022	% Change	
Total Program Premium		\$54,079	\$49,153	10.0%	Increase entirely due to increase in rebuild - replacement values and payroll increases.
Total Property Values at Rebuild - Replacement Cost		\$11,711,385	\$10,034,000	14.3%	
Total Annual Payroll		\$2,593,552	\$2,207,720	17.5%	
Risk Transfer Rate Premium to Payroll		2.09%	2.23%	-6.3%	
Premium Comparison by Insurer		2023	2022		
Hanover Total Premium		\$39,316	\$35,342	11.2%	
Atlantic Charter Total Premium		\$14,923	\$13,810	8.1%	
Experience Modification Factor		0.89	0.89	0.0%	
WC Rate to Payroll		0.58%	0.63%	-8.0%	
Atlantic Charter Estimated Dividend payable February 2024		\$1,300			Includes estimated WC Dividend payable in February 2024
Atlantic Charter Net Premium Cost after Dividend		\$13,623			
Total Program Premiums after Estimated WC Dividend		\$52,939	\$49,152	7.7%	
Premium & Payment Plan Summary					
Hanover Total Premium		\$39,156	Payment Plan Options: Full Pay, Two, Four and Ten Payment Plans. EFT, Scheduled payments and e-bill. CURRENT PLAN- EFT		
Atlantic Charter Total Premium		\$14,923	Payment Plan Chosen: EFT (renewed annually)		
Total Insurance Program		\$54,079			
<p align="center"><i>This document is a symbol of coverage only; the policies contain additions, exclusions and/or limitations that are not shown here. Please refer to the policies or contact Fred C. Church Insurance for complete coverage details.</i></p>					
6/20/2023					



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

Appendix C

Lead and Copper in Schools Maintenance Checklist

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:



**Massachusetts Department of Environmental Protection
Bureau of Water Resources – Drinking Water Program
Lead & Copper in Schools Maintenance Checklist**

Instructions:

This checklist should be completed for each school or childcare facility (Early Education and Care program) in the Commonwealth. This checklist is designed to help determine if Lead or Copper is likely to be a problem in your facility's drinking water and will enable you to determine appropriate remediation actions if needed.

Important:
When filling out forms on the computer, use only the tab key to move your cursor - do not use the return key.



A. General

Marblehead Community Charter Public School

Name of School or Early Education and Care Facility (EEC)

School District or EEC Headquarters

17 Lime Street

Street Address of School or EEC Facility

EEC Regional Office

Marblehead

City/Town

01945

Zip Code

Jeffrey Barry

Contact Person's Name at School, Program, or Facility (for LCCA Program)

781 631 0777

Phone #

JBarry@Marbleheadcharter.com

Email Address

Is part of your Facility at another location (other than the one listed above)?

YES

NO

If yes, please provide the following information:

Name of off-site facility/building

Street Address

City/Town

Zip Code

Is your school/facility a "Hosted" facility, i.e., does your school/facility share the space it occupies with another school/facility that is also submitting a Lead & Copper in Schools Maintenance Checklist?

YES

NO

IF NO, SKIP TO SECTION C

B. Host Facility Information

Name of "Host" facility that your facility is located within.

Contact Person's Name

Phone #

Email Address

SKIP TO SECTION F

C. Public Water System

Is your school/facility a Public Water System (PWS), i.e., do you have your own well which supplies 25+ people per day?

YES

NO

IF YES, SKIP TO SECTION E

D. Drinking Water Practices (2005-Present)

Have you previously submitted a lead & copper checklist to MassDEP?

YES

NO

If yes, what was the date of the last lead & copper checklist submitted?

08/24/2016

mm/dd/yyyy

Has your public water system (PWS – supplying water to your facility) collected lead & copper samples at your school/facility?

YES

NO

If yes, what was the date of the last sample?

08/24/2016

mm/dd/yyyy



Massachusetts Department of Environmental Protection Bureau of Water Resources – Drinking Water Program Lead & Copper in Schools Maintenance Checklist

Beside your PWS samples, has your school/facility or another party hired by your facility taken lead & copper sample(s) in the last 12 months? YES NO

If yes, what was the date of the last sample?

mm/dd/yyyy

If yes, who conducted the sampling?

Do you have a plumbing profile of your school or facility? (e.g. a map of all the plumbing lines and equipment with the type of material noted.) YES NO

Has your school or facility prepared a sampling plan showing all fixtures, their ID numbers, and the last date they were sampled for lead or copper? YES NO

Do you keep your lead & copper testing results and other records in a file onsite? YES NO

If no, where are the records kept?

Name of off-site facility/building

Street Address

City/Town

Zip Code

Has every LCCA fixture at the location been sampled for lead & copper at least once? YES NO

Did any samples exceed the Action Level for lead (0.015 ppm) or copper (1.3 ppm) YES NO

If yes, check all remediation actions taken:

Fixtures Removed

Retesting

Re-piping

Flushing

Bottled Water (Temporary)

Bottled Water (Permanent)

Treatment Unit Installed

Notice Sent to Parents

Does your school or facility use bottled water as your main source of drinking water for students? YES NO

If yes, are students required to bring bottled water with them to your school or facility? YES NO

Does your school or facility use bottled water as your main source of drinking water for staff? YES NO

Does your school or facility use bottled water as your main source of drinking water for visitors? YES NO

Does your facility have water coolers? YES NO

If yes, has your school or facility checked the bands and models of water coolers, and compared them to the listing of "banned" water coolers in Appendix E of the EPA 3Ts Toolkit. YES NO

Have all EPA "banned" water coolers found at your facility been disconnected and removed? Disconnecting "banned" water coolers is only an interim measure. They must be removed from the facility so they are never inadvertently reconnected in the future.

Disconnected and removed

Disconnected but not removed

Neither disconnected nor removed

No "banned" water coolers found on site

Is the service line a "lead" service line? The service line is the pipe leading from the PWS main line in the street outside your facility into your facility. YES NO

Describe your current school/facility lead & copper in drinking water program. Please provide a short description in the box provided and attach a copy.



Massachusetts Department of Environmental Protection
Bureau of Water Resources – Drinking Water Program
Lead & Copper in Schools Maintenance Checklist

____ Samples have been sent to Northeast Environmental Labs, Inc. in Danvers, MA
7/23/24.

E. Co-Located Facilities

Do you have any other schools, programs (collaborative, special education, etc.) or Early Education and Care Facilities (covered by your checklist and sampling plan) within your school or facility?

YES

NO

If yes, provide the following information about the school, program, or facility.

Name of School, Program, or Facility

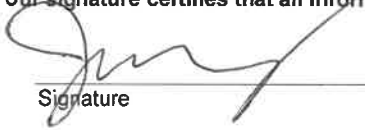
Contact Person's Name

Phone #

Email Address

F. Signature

Your signature certifies that all information provided above is current and accurate to the best of your knowledge.



Signature

Jeffrey Barry

Print Full Name

Business Manager

Job Title

07/23/2024

Date
(mm/dd/yyyy)



Jeff Barry <jbarry@marbleheadcharter.com>

Lead/copper testing

9 messages

Jeff Barry <jbarry@marbleheadcharter.com> Fri, Jul 19, 2024 at 9:40 AM
To: "contact@northeastlab.com" <contact@northeastlab.com>
Cc: Stephanie Brant <sbrant@marbleheadcharter.com>

19 July 24

Good morning...I'm inquiring about having some samples tested from our school.

- * What is the process?
- * What is the cost?
- * How long do the results take?

We'd likely test 4 locations.

Thx
Jeff

--
Jeffrey Barry
Business Manager
Marblehead Community Charter
Public School



Emily Paine <epaine@northeastlab.com> Fri, Jul 19, 2024 at 10:22 AM
To: Jeff Barry <jbarry@marbleheadcharter.com>
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

Hello Jeff,

Thank you for contacting us regarding your water testing needs. Are you testing for lead and copper as part of a regulatory requirement, or is it for your own reference? If you are testing as part of a requirement, there may be some specific procedures to follow in terms of sample collection and bottle type. Either way, we can provide you with bottle kits and instructions which you can pick up at the lab or which can be mailed to you for a small shipping fee.

The cost for both lead and copper on one sample is \$48, and our standard turnaround time is 10 business days. We can send you a link to pay by credit card (which will include a 2.9% convenience fee) or you can return a check along with the samples.

Please reach out if you have additional questions!

Best regards,

Emily Paine
Laboratory Manager
epaine@northeastlab.com

Thank you for choosing Northeast Environmental Lab, Inc.

~~~~~



41 Dayton Street  
Danvers, MA 01923-1015  
MA-DEP Certified  
SDO/SOMWBA Certified Woman-Owned Business  
<http://www.northeastlab.com/>  
(978) 777-4442 tel

\*~\*~\* Northeast Environmental Laboratory, Inc. is open from 7 am to 5:30 pm, Monday-Friday. Sample receiving hours are Monday-Thursday 7 am to 4:30 pm and Friday 7 am to 2 pm \*~\*~\*

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123-07

On Jul 19, 2024, at 10:45 AM, Jeff Barry <[jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com)> wrote:

19 July 24

Hi Emily...thanks for your reply.

We are trying to comply with the LCCA. It appears the last time we had testing done was in 2016 (I have yet to find those results). I believe you have to share the results with the Commonwealth.

There are 4 spots we'd like to test so please advise how to proceed. I'd prefer to have the supplies mailed to me.

Thanks again  
Jeff

--

Jeffrey Barry  
Business Manager  
Marblehead Community Charter  
Public School



---

## 2 attachments



emailSigLogo.jpg  
28K

 lcca-chain.xls  
1K

---

Jeff Barry <[jbarry@marbleheadcharter.com](mailto:jbarry@marbleheadcharter.com)>

To: Emily Paine <[epaine@northeastlab.com](mailto:epaine@northeastlab.com)>

Cc: "contact@northeastlab.com" <[contact@northeastlab.com](mailto:contact@northeastlab.com)>, Stephanie Brant <[sbrant@marbleheadcharter.com](mailto:sbrant@marbleheadcharter.com)>

Fri, Jul 19, 2024 at 12:21 PM



19 July 24

Thanks...while I can't open the attachment I got those docs from the state website.

MCCPS  
17 Lime Street  
Marblehead, MA 01945

Best  
Jeff  
[Quoted text hidden]

**Emily Paine** <epaine@northeastlab.com> Fri, Jul 19, 2024 at 1:29 PM  
To: Jeff Barry <jbarry@marbleheadcharter.com>  
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

Hi Jeff,

Sorry about that, I don't know what happened with the attachment! Also, if you can't find the report, the data from 2016 should be available in the [LCCA portal](#). It appears that two-draw sampling was done last time, so we will send you 8 bottles for the 4 sampling locations.

You can use the link below to process payment with a credit card for 4x two-draw lead and copper tests, eDEP submittal, and shipping. This includes a 2.9% fee charged by the card processor, and if you wish to pay by cash or check instead the total will be \$430. Let me know if you have any questions!



MCCPS 4x Two-draw Pb, Cu + eDEP, shipping,  
CC fee - NE Lab Testing 978-777-4442  
[square.link](#)

Best,

Emily Paine  
Laboratory Manager  
[epaine@northeastlab.com](mailto:epaine@northeastlab.com)

Thank you for choosing Northeast Environmental Lab, Inc.

~~~~~



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123-07

[Quoted text hidden]

Jeff Barry <jbarry@marbleheadcharter.com> Fri, Jul 19, 2024 at 1:54 PM
To: Emily Paine <epaine@northeastlab.com>
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

19 July 24

All paid...I found the results from last time as well.

Have a good weekend
Jeff

[Quoted text hidden]

Emily Paine <epaine@northeastlab.com> Fri, Jul 19, 2024 at 2:05 PM
To: Jeff Barry <jbarry@marbleheadcharter.com>
Cc: "contact@northeastlab.com" <contact@northeastlab.com>, Stephanie Brant <sbrant@marbleheadcharter.com>

Thank you Jeff! We will get that kit in the mail for you today.

Have a great weekend!

Emily Paine
Laboratory Manager
epaine@northeastlab.com

Thank you for choosing Northeast Environmental Lab, Inc.



41 Dayton Street
Danvers, MA 01923-1015
MA-DEP Certified
SDO/SOMWBA Certified Woman-Owned Business
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123-07

[Quoted text hidden]

Jeff Barry <jbarry@marbleheadcharter.com>
To: Emily Paine <epaine@northeastlab.com>

Tue, Jul 23, 2024 at 12:14 PM

23 July 24

Hi Emily...I received and completed the samples...will drop them off today.

Best
Jeff

[Quoted text hidden]



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Application for Renewal 2024

and Appendix D & E

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

Contact: Head of School Stephanie Brant
Phone: (781) 631-0777
Email: sbrant@marbleheadcharter.com
Website: <http://marbleheadcharter.org>
Date Approved by Board of Trustees:
Date report submitted:

APPENDIX D: ADDITIONAL INFORMATION

BOARD OF TRUSTEES TURNOVER

School Year	Total Membership	Members Joining	Members Departing
2020-21	14	1	2
2021-22	14	2	2
2022-23	13	3	3
2023-24	13	4	3

ACADEMIC PERFORMANCE DATA

[MCCPS Student Data Charts and Tables](#)

APPENDIX E: APPLICATION CONTENT CHECKLIST

The completed Application should present the required information in the following order:

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - School name
 - School address
 - School contact information: name, title, telephone, and email address
 -
 - Date that the school’s board of trustees voted approval of the Application
 - Application submission date
 - Cover letter (optional)
 - Table of contents listing all major sections, appendices, and page numbers
 - Introduction to the school (table)Performance and plans section (should not exceed 25 pages)
 - Faithfulness to the Charter
 - Criterion 1: Mission and Key Design Elements
 - Criterion 2: Access and Equity
 - Criterion 3: Compliance
 - Criterion 4: Dissemination
 - Academic Program Success
 - Criterion 5: Student Performance
 - Criterion 6: Program Delivery
 - Criterion 7: School Climate and Family Engagement
 - Organizational Viability
 - Criterion 8: Capacity
 - Criterion 9: Governance
 - Criterion 10: Finance
 - Plans for the Next Five Years
 - Appendix A: Accountability Plan Performance (in Microsoft Word format)
 - Appendix B: Statement of Assurances and Certification Statements (See *Application Submission Requirements* on page 5 for acceptable ways of submitting electronic signatures.)
 - General Statement of Assurances
 - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
 - Horace Mann Renewal Application Certification Statement(s) (required of Horace Mann charters)

- Appendix C: Documents (If these are not up to date, provide a summary of actions taken by the school to remedy this issue and evidence that you have scheduled the necessary inspections for the fall of 2024. An example of evidence might be an email from a municipal employee confirming the date when an inspection is scheduled to take place.)
 - List of each of the school's buildings
 - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
 - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
 - Up-to-date Building Safety Inspection/Certificate of Inspection
 - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
 - Up-to-date Health Inspection/Health Permit
 - Up-to-date Insurance Certificate(s)
 - Asbestos Inspection Report and AHERA Management Plan (if applicable)
 - Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
 - Completed [Lead and Copper in Schools Maintenance Checklist](#)
 - Up-to-date Multi-Hazard Evacuation Plan
 - Up-to date Medical Emergency Response Plan
- Appendix D: Additional Information
 - Board of Trustees Turnover
 - Academic Performance Data
- Appendix E: Application Content Checklist

Coversheet

MCCPS Student Opportunity Act

Section: III. Head of School Report
Item: D. MCCPS Student Opportunity Act
Purpose: Vote
Submitted by:
Related Material: Draft of MCCPS Student Opportunity Act Plan .pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Student Opportunity Act Plan

2024-2027

Marblehead Community Charter Public School
17 Lime Street
Marblehead, MA 01945

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Date Approved by Board of Trustees:
Date report submitted: 7/31/2024

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Section 1: MCCPS 3-year Student Opportunity Act (SOA) Plan

Located on Boston's North Shore, Marblehead Community Charter Public School (MCCPS) is proud to be the first charter school to open its doors in Massachusetts. As a small and dedicated educational community, we are committed to providing a personalized and enriching learning experience for our diverse student body. Our three-year Student Opportunity Act (SOA) plan focuses on accelerating improvement for our most vulnerable student groups, including English language learners, Black/African American students, Hispanic/Latino students, and students with disabilities. By targeting these groups, we aim to close the achievement gaps and ensure equitable learning opportunities for all our students.

To address disparities in learning experiences and outcomes, MCCPS will implement a range of Evidence-Based Programs (EBPs) that have demonstrated success in similar contexts. These programs include curriculum delivery using High Quality Instructional Materials, extended time on learning, and partnerships with Educator Preparation programs. This will include intensive math and literacy interventions, differentiated instruction models, and expanded access to high-quality professional development for educators. Our investments will prioritize enhancing instructional practices, collaboration and training of fellows from local colleges and universities, and further development of the skills and talents of existing staff. Through these initiatives, MCCPS anticipates substantial improvements in student achievement, engagement, and overall school culture, ensuring that every student has the support and resources needed to succeed academically and beyond.

Section 2: Data Analysis and Targeted Support: Identifying Student Groups for Focused Intervention

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

MCAS Achievement and Student Growth Percentiles (SGP)

Our analysis of the MCAS data highlighted considerable gaps in proficiency and student growth percentiles (SGP) for English Language Arts (ELA) and Mathematics, particularly among Black and Hispanic students, multilingual learners, and students with disabilities.

English Language Arts (ELA) Proficiency and Growth:

- School Average:
 - Proficiency Rate: 51%
 - SGP: 51%
- African American/Black Students:
 - Proficiency Rate: 23% (28% below the school average of 51%)
 - SGP: [not reported in data]
- Hispanic Students:
 - Proficiency Rate: 33% (18% below school average; 24% below white students)
 - SGP: 44% (below both school average and white students)
- English Learners and former EL:
 - Proficiency Rate: 25% (26% below school average; 32% below white students)
 - SGP: 50% (1% below school average; 3% below white students)
- Students with Disabilities:
 - Proficiency Rate: 32% (19% below school average; 25% below white students)

- SGP: 54%
- White Students:
 - Proficiency Rate: 57% (6% above the school average)
 - SGP: 53% (the highest among all groups except students with disabilities)

Mathematics Proficiency and Growth:

- School Average:
 - Proficiency Rate: 35%
 - SGP: 42%
- African American/Black Students:
 - Proficiency Rate: 8% (27% below the school average; 36% below white students)
 - SGP: [not reported in data]
- Hispanic Students:
 - Proficiency Rate: 7% (28% below the school average; 37% below white students)
 - SGP: 34% (lowest of all reported groups)
- English Learners and former EL:
 - Proficiency Rate: 18% (17% below school average; 26% below white students)
 - SGP: 44% (2% above school average; same as white students)
- Students with Disabilities:
 - Proficiency Rate: 19% (16% below school average; 25% below white students)
 - SGP: 45% (3% above school average; highest of all groups)
- White Students:
 - Proficiency Rate: 44% (9% above the school average and highest of all groups)
 - SGP: 44% (2% above school average, but not highest of all groups)

These disparities highlight the need to address the academic challenges faced by our Black and Hispanic students, as well as our multilingual learners and students with disabilities, particularly in Math, where proficiency and growth rates are critically low.

i-Ready and Local Assessment Insights

i-Ready Data consistently showed lower performance levels for Black and Hispanic students, students with disabilities, and multilingual learners. These students often performed below grade level in both ELA and Math, reinforcing the trends observed in MCAS data.

Local Assessments: These findings were echoed, indicating that these groups frequently struggled to meet expected benchmarks in core academic areas.

Discussion With Teachers

In a recent interview with teachers, several key reasons emerged for why students with disabilities and multilingual learners (MLs) are struggling in math. Teachers highlighted significant challenges in recruiting and retaining qualified math teachers, which impacts the quality and consistency of math instruction. Additionally, the implementation of new curriculum programming has presented difficulties, as it requires time for teachers to adapt and effectively integrate new methods and materials. Another critical issue is that many students are entering 4th grade already behind on foundational skills such as number sense and math facts. This gap in early math skills makes it challenging for students to grasp more complex concepts as they progress. Teachers also noted that students with disabilities often need more individualized support, which can be hard to provide consistently, and MLs face language barriers that further complicate their understanding and mastery of math content. These combined factors contribute to the struggles these students face in achieving proficiency in mathematics.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

Our deeper analysis, which triangulates MCAS data, i-Ready assessments, local evaluations, behavioral data, and student surveys, suggests that the best ways to address disparities involve a multifaceted approach. Key strategies include selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices while fostering deeper learning. Additionally, increasing student time on learning by extending Math and English Language Arts classes by 15 minutes per day for a total increase of 2.5 hours per week and incorporating time for targeted intervention during the school day 3 times per week will ensure that all students, particularly students of color, students with disabilities and multilingual learners (MLs), have equitable access to deeper learning opportunities. Moreover, developing a robust pipeline of diverse and well-prepared educators is essential. This can be achieved through intentional hiring systems and strong educator preparation partnerships, ensuring that students benefit from diverse role models and high-quality instruction tailored to their needs.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

- English Learners
- Students with disabilities
- African American/Black
- Hispanic or Latino

Section 3: Establishing Bold Three-Year Goals for Enhancing Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

MCCPS will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

Section 4: Fostering Engagement with Families, Caregivers, and Key Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

Our district employs a variety of approaches to regularly engage with families and caregivers, ensuring meaningful communication and collaboration. Key strategies include:

- **Weekly Updates:** The head of school and grade level teams provide weekly updates to keep families informed about school activities, academic progress, and important events.
- **Monthly SEPAC Meetings:** We hold monthly Special Education Parent Advisory Council (SEPAC) meetings to address the concerns and needs of families with students receiving special education services.

- **Annual Town Halls:** These town halls serve as a platform for families to engage in open dialogue with school administrators, providing feedback and discussing school policies and initiatives.
- **Open Meetings with Leadership Team:** We offer open meetings with the leadership team both in the evening and morning, ensuring accessibility for all families regardless of their schedules.

To specifically target the families and caregivers of student groups we aim to accelerate improvement for, we are taking additional steps:

1. **Virtual Family Engagement Events:** We will add virtual events to make it easier for families to participate, especially those who may have difficulty attending in-person meetings.
2. **Family Engagement in Curriculum Decisions:** We will actively engage families in curriculum decisions, allowing them to provide input and feedback to better support their children's learning needs.
3. **Creating an ELPAC:** Establishing an English Learner Parent Advisory Council (ELPAC) will help us better connect with and support the families of multilingual learners.
4. **Cultural Celebrations:** Hosting more cultural celebrations will foster a sense of community and inclusivity, highlighting the diverse backgrounds of our student body and their families.

These approaches are designed to create a supportive and collaborative environment, ensuring that all families feel valued and empowered to contribute to their children's educational success.

How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?

Over the next three years, we plan to measure increased family engagement with parents and caregivers of students in targeted groups through a combination of qualitative and quantitative methods. Our approach will ensure that we capture the effectiveness of our engagement strategies and make data-driven improvements. Here is our plan:

- **Surveys and Feedback Forms**
 - **Annual Parent/Caregiver Surveys:** Conduct comprehensive surveys to assess satisfaction, participation rates, and perceived effectiveness of engagement activities.
 - **Post-Event Feedback Forms:** Collect feedback after each event (e.g., town halls, SEPAC meetings, cultural celebrations) to understand what worked well and areas for improvement.
- **Participation Tracking:**
 - **Attendance Records:** Keep detailed records of attendance at all family engagement events, disaggregated by demographic groups (e.g., students with disabilities, multilingual learners).
 - **Virtual Event Analytics:** Use digital tools to track participation in virtual events, including the number of attendees and engagement levels during the sessions.
- **Focus Groups and Interviews:**
 - **Parent/Caregiver Focus Groups:** Hold regular focus groups with diverse family representatives to gather in-depth insights into their experiences and needs.

- Individual Interviews: Conduct interviews with parents/caregivers from targeted groups to understand their perspectives and suggestions for improving engagement.
- Engagement Activities:
 - Increased Participation Rates: Monitor and aim to increase participation rates in SEPAC and ELPAC meetings, cultural celebrations, and curriculum decision-making processes.
 - Volunteer Involvement: Track the number of family volunteers and their involvement in school activities and decision-making bodies.
- Communication Metrics:
 - Newsletter and Update Engagement: Adopt a new platform for our newsletter that will allow us to measure the open and click-through rates of weekly updates and newsletters sent by the head of school and grade level teams, as well as serve as platform for two way communication
 - Social Media Interaction: Monitor engagement on social media platforms, including comments, shares, and likes on posts related to family engagement activities.

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

In the development of our school's School Opportunity Act plan, the school's leadership team conducted outreach to parents, teachers, students, and community members to gather their perspectives and insights.

To engage parents, we hosted a town hall meeting where parents voiced their concerns and suggestions for improving educational outcomes for their children. We also conducted feedback surveys on areas of improvement.

Teachers played a critical role in shaping our plan by providing insights on effective teaching strategies, classroom resources, and professional development opportunities. We also engaged students directly by creating student advisory groups to ensure their voices were heard in the decision-making process.

Community members were included in our planning process through meetings and collaboration with local organizations. Their input helped us develop a holistic approach to closing the achievement gaps and creating a more inclusive and supportive learning environment for all students.

To integrate the perspectives of these stakeholder groups into our three-year plan, we analyzed the feedback gathered and identified common themes and priorities. We then worked collaboratively to develop goals, strategies, and action steps that reflected the collective input of all stakeholders.

In order to continue engaging stakeholders throughout the implementation of our plan, we will establish regular two-way communication channels, such as newsletters, meetings, and feedback surveys. We will also form implementation teams that include representatives from each stakeholder group to ensure ongoing collaboration and accountability.

By actively involving parents, teachers, students and community members in the development and implementation of our three-year School Opportunity Act plan, we are confident that we can make purposeful

progress in closing the achievement gaps and creating a more equitable and inclusive educational experience for all students.

- By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

Confirm that your school committee (board of trustees) voted to approve this plan and provide the date of the vote.

* By checking this box, I confirm that my district's school committee (board of trustees) voted to approve the Student Opportunity Act Plan.

* Date of school committee (board of trustees) vote:

Sections 5: Choosing Evidence-Based Programs to Address Outcome Disparities

Which EBPs will your district implement within this Focus Area?

- EBP 2.1B Supporting Curriculum Implementation
- EBP 2.4B Extended Learning Time
- EBP 3.1C Educator Preparation Partnerships

EBP 2.1B Supporting Curriculum Implementation

- *Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).*
- *Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.*
- *Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has initiated several evidence-based practices (EBPs) aimed at enhancing curriculum implementation and teacher professional development. As of now, MCCPS uses the following curriculum programs at some grade levels, but not all:

- **Illustrative Math** for mathematics instruction.
- **Wonders** for English Language Arts (ELA).
- **Desmos** as an interactive tool for math instruction.

To support the implementation of these curricula, MCCPS has engaged teachers in targeted professional development (PD) sessions led by Department Heads. These PD sessions have been designed to align directly with the curriculum, ensuring that teachers are well-equipped to deliver the content effectively. Additionally, MCCPS has started to establish a process for monitoring the effectiveness of curriculum implementation through regular assessments and teacher feedback mechanisms, including data review sessions.

Anticipated Status by June 2027:

By the conclusion of the plan's implementation in June 2027, MCCPS anticipates the following developments:

- **Expanded Professional Development Programs:** MCCPS will have a comprehensive PD program in place, including ongoing workshops, coaching sessions, and collaborative planning time focused specifically on Illustrative Math, Wonders, and Desmos. Departments will work to align curriculum vertically across grade levels. These programs will be designed to deepen teachers' understanding and instructional skills related to these curricula.
- **Dedicated Staff:** The district plans to hire additional curriculum specialists to provide continuous support to teachers. These staff members will offer expertise in math and ELA, helping to troubleshoot challenges and optimize instructional practices. We will establish a role for a Director of Teacher Support and Training to ensure smooth onboarding of new staff and successful program implementation.
- **Monitoring and Evaluation Processes:** A robust system for monitoring curriculum implementation will be fully operational. This system will include regular classroom observations, student performance data analysis, and teacher feedback to ensure that the curricula are being implemented effectively and are meeting student needs.

Impact on Student Learning Experiences and Outcomes:

The implementation of these EBPs will significantly improve learning experiences and outcomes for the student groups identified in Section 2, including Black and Hispanic students, multilingual learners, and students with disabilities. Specifically:

- **Enhanced Instructional Quality:** Teachers will be better prepared to deliver high-quality, engaging lessons aligned with the new curricula, leading to improved comprehension and retention for all students.
- **Targeted Support:** The additional content specialists will provide tailored support to teachers, enabling them to address the diverse needs of their students more effectively. For example, coaches can help adapt instructional strategies to support multilingual learners and students with disabilities.
- **Culturally and Linguistically Sustaining Practices:** PD will include training on culturally and linguistically sustaining practices, helping teachers create more inclusive and responsive classroom environments. This will be particularly beneficial for multilingual learners and students from diverse cultural backgrounds.

- **MTSS Process:** The Multi-Tiered System of Supports (MTSS) will be employed to implement academic supports and interventions, ensuring equitable access to learning opportunities. This system will be especially critical for students with disabilities, who may require more individualized support.
- **Pipeline of Diverse Educators:** Efforts to develop a pipeline of diverse and well-prepared educators will ensure that students benefit from high-quality instruction and diverse role models, addressing disparities in educational outcomes.

These strategies aim to address the academic challenges faced by the identified student groups, leading to more equitable learning experiences and improved outcomes in both ELA and Math. For instance:

- **Black and Hispanic Students:** Targeted PD and coaching will help teachers implement strategies that engage and support these students, addressing gaps in proficiency and growth.
- **Multilingual Learners:** Culturally responsive teaching practices and language support will be integrated into the curriculum, aiding in overcoming language barriers and improving comprehension.
- **Students with Disabilities:** Enhanced support structures, including individualized interventions and consistent monitoring, will ensure that these students receive the necessary assistance to succeed academically.

By focusing on these areas, MCCPS will create a more supportive and effective learning environment that is responsive to the needs of all students, particularly those requiring additional assistance.

Which schools will be impacted by these efforts?

MCCPS, district-wide.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

FY25- \$1,408,556

FY26- \$1,478,983

FY27- \$1,552,933

Cumulative: \$4,440,472

Describe the anticipated allocation of funds to this EBP in more detail.

- Professional Development
 - Curriculum Specific (Illustrative Math, Desmos, Wonders)
 - Culturally Responsive Teaching
 - Special Education
- Specialist Teachers Salary
 - Math Interventionist
 - Literacy Interventionist
- Curriculum Cost
 - Illustrative Math
 - Desmos

- Wonders

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

- Classroom & Specialist Teachers
- Professional Development
- Instructional Materials, Equip., and Tech.

What metrics will your district use to monitor progress on this EBP?

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:

To monitor progress on the implementation and effectiveness of the Evidence-Based Practices (EBP) related to supporting curriculum implementation, Marblehead Community Charter Public School (MCCPS) will use a combination of qualitative and quantitative metrics. These metrics will provide a comprehensive view of both teacher implementation and student outcomes.

1. Student Achievement and Growth:

- **MCAS Proficiency Rates:** Track changes in proficiency rates for English Language Arts (ELA) and Mathematics among all students, with a focus on Black and Hispanic students, multilingual learners, and students with disabilities.
- **MCAS Student Growth Percentiles (SGP):** Monitor growth percentiles in ELA and Math to ensure that all student groups are making adequate progress compared to their peers.
- **i-Ready Assessment Scores:** Regularly assess students' performance levels using i-Ready data, paying particular attention to performance changes for the identified student groups.

2. Curriculum Implementation Fidelity:

- **Classroom Observations:** Conduct regular classroom observations using standardized rubrics to assess the fidelity of Illustrative Math, Wonders, and Desmos curriculum implementation. This will help ensure that teachers are following the curriculum and using the instructional strategies learned during PD sessions.
- **Teacher Self-Assessment Surveys:** Administer surveys to gather teachers' self-assessments of their curriculum implementation and instructional practices. This can provide insights into areas where teachers feel confident and areas where they need additional support.

3. Professional Development Effectiveness:

- **PD Attendance and Participation:** Track attendance and participation rates in PD sessions to ensure that all relevant teachers are engaged in ongoing professional learning.
- **PD Feedback Surveys:** Collect feedback from teachers after each PD session to evaluate the relevance, quality, and impact of the training. This feedback will help refine future PD offerings.

4. Student Engagement and Well-Being:

- **Student Surveys:** Conduct surveys to measure student engagement, particularly in Math and ELA classes. Questions can focus on students' interest in the subjects, their confidence in their abilities, and their perceptions of the support they receive from teachers.
- **Behavioral Data:** Analyze behavioral data, sourced from Unified Classroom, teacher reports, and related school staff, such as attendance, participation in class/work avoidance, and disciplinary

incidents, to identify any correlations with the new curriculum implementation based on overall school population as well as specific identified subgroups.

5. Intervention and Support Effectiveness:

- **MTSS Progress Monitoring:** Use the Multi-Tiered System of Supports (MTSS) framework to monitor the progress of students receiving additional academic interventions. This includes tracking students' progress through different tiers of support and adjusting interventions as needed.
- **Individualized Education Program (IEP) Goals:** For students with disabilities, regularly review progress towards IEP goals related to ELA and Math to ensure that the supports and interventions in place are effective.

6. Educator Diversity and Preparation:

- **Hiring and Retention Rates:** Monitor the hiring and retention rates of diverse educators and staff to ensure progress towards developing a robust pipeline of well-prepared educators.
- **Teacher Preparation Program Partnerships:** Track the number and effectiveness of partnerships with teacher preparation programs aimed at increasing the diversity and quality of educators.

These metrics will be reported annually to the Department of Elementary and Secondary Education (DESE) to demonstrate progress and identify areas for continuous improvement. By using a multifaceted approach to monitoring, MCCPS will ensure that the implementation of EBPs is effective and that all students, particularly those from identified groups, receive the support they need to succeed academically.

EBP 2.4B Extended Learning Time

- *Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).*
- *Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.*
- *Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has implemented several initiatives to expand and enhance learning opportunities for students:

1. **Extended School Day:** Currently, MCCPS' school hours are 7:45 - 2:30 on Monday, Wednesday, and Friday, and 3:20 on Tuesday and Thursday.
2. **Extended Learning Blocks:** Current Program: MCCPS offers Learning Acceleration Blocks (LAB) once per week for 45 minutes. These sessions provide targeted academic support and acceleration for students needing additional assistance in English Language Arts (ELA) and Mathematics. Targeted Support: ELB sessions are customized to address specific learning needs, helping students close gaps in understanding and skills.

3. **Small Group Interventions:** Existing Programs: Grade-level teachers host "Office Hours" for small group interventions, providing additional support to students as needed.
4. **Summer Enrichment Programs:** Prior to 2020, MCCPS offered summer enrichment programs that combine academic instruction with enrichment activities to prevent summer learning loss and foster skill development in a supportive environment.
5. **Curricular Integration:** Illustrative Math, Wonders for ELA, and Desmos for Math: These curricula are used to enhance learning experiences, engaging students effectively and supporting deeper understanding to bridge achievement gaps.
6. **Daily Academic Schedule:** Daily Math and ELA: MCCPS dedicates 45 minutes each day to focused instruction in Math and ELA, ensuring consistent and regular learning opportunities in core subjects.
7. **Enrichment Activities:** MCCPS' Enrichment program operates twice weekly on Tuesdays and Thursdays from 2:30 to 3:15. Students participate in a diverse range of enriching activities, including courses on financial literacy, calligraphy, cooking, sports, drama, and various musical groups, among others. These opportunities expand students' interests and skills beyond the core curriculum.

Anticipated Status by June 2027:

By June 2027, MCCPS anticipates significant enhancements to its academic support and acceleration programs, focusing on extending learning opportunities and enriching the school day:

1. **Extended School Day**
 - MCCPS will shift school hours to be from 7:45 - 3:00 everyday for all students. This extends Monday, Wednesday, and Friday from 2:30 to 3pm.
2. **Expanded Learning Time Initiatives: Increased Learning Acceleration Blocks:**
 - Frequency and Duration Enhancement: LAB sessions will increase to three times per week for 30 minutes per session. Enhanced Curriculum Integration: LAB sessions will incorporate a wider array of instructional materials and strategies to effectively address diverse learning needs, supporting both additional support and accelerated students.
3. **Extended Time on Core Instruction:**
 - Extended Math and ELA Classes: Math and ELA instruction will be extended by an additional 15 minutes each day, totaling an extra 150 minutes per week. This adjustment aims to deepen core content mastery and provide additional time for targeted interventions and acceleration through small group meetings.
4. **Core Content Prioritization:**
 - Morning Scheduling for Math and ELA: Math and ELA classes will be scheduled in the morning to maximize student engagement and cognitive peak times.
5. **End-of-Day Advisory:**
 - New Advisory Period: A 10-minute Advisory period will be added at the end of the day, focusing on enhancing students' executive functioning skills to improve organization and academic success.
6. **Student Seminar Course:**
 - Introduction of Student Seminar: MCCPS will introduce a Student Seminar course twice weekly, focusing on tech literacy, graphics and media design, study skills, organization, portfolio development, and essential student skills. This course aims to equip students with foundational skills crucial for academic and personal success. Our goal is to have 2 teachers in each Student Seminar to aid in skill delivery.
7. **Expanded Enrichment Opportunities:**

- Increased School-Day Enrichment Programming: Enrichment opportunities will expand from two to at least four days per week. These sessions will move to the lunch block to provide structured recess times and enhance learning experiences for all students.
- Summer Enrichment Programming: MCCPS will aim to host at least 2 Summer Enrichment programs geared toward minimizing summer learning loss while also providing enriching, real-world experiences for students. We will prioritize our identified diverse learning groups for spots in these summer programs.

8. Partnership for After-School Programming:

- Collaboration with YMCA: MCCPS will partner with the local YMCA to redesign after-school programming, integrating educational goals into fun and engaging activities. Highly-trained staff will support the educational, social, and emotional development of students in the community. MCCPS plans to subsidize a percentage of students in paid after-school care.

Impact on Learning Experiences and Outcomes:

These enhancements aim to create a robust learning environment at MCCPS, particularly benefiting diverse student populations. Small group instruction and interventions will play a crucial role in addressing academic challenges among English learners, students with disabilities, African American/Black, and Hispanic or Latino students.

1. Extended Instructional Time:

- By increasing Math and ELA instructional time and implementing small group interventions, students from diverse backgrounds will receive targeted support tailored to their specific learning needs. This approach aims to deepen their understanding of core content, thereby improving content comprehension and retention rates.

2. Optimized Scheduling:

- Prioritizing core content in the morning and introducing an end-of-day Advisory period is expected to enhance engagement and focus, particularly for students facing language barriers or disabilities. This structured approach is expected to lead to improved learning outcomes, particularly for those requiring additional support due to language barriers or disabilities.

3. Skill Development:

- The addition of the Student Seminar course will not only strengthen academic skills but also focus on essential life skills such as organization and study techniques. This holistic approach aims to prepare students from diverse backgrounds for future academic challenges and opportunities, ensuring their overall development and success.

By implementing these strategies and monitoring their impact through ongoing assessment and feedback, MCCPS seeks to bridge achievement gaps and promote equitable academic outcomes for all students.

Which schools will be impacted by these efforts?

MCCPS, district-wide.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

FY25: \$65,000

FY26: \$68,250

FY27: \$71,662.50

Cumulative: \$204,912.50

Describe the anticipated allocation of funds to this EBP in more detail.

- Staff for Summer Enrichment Programming
 - Materials for Summer Enrichment Programs
- Hiring of Staff for Student Seminar course
 - Instructional Materials/Curriculum cost for
- Subsidization of After-School YMCA

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

- Classroom & Specialist Teachers
- Instructional Materials, Equip., and Tech.

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:

What metrics will your district use to monitor progress on this EBP?

To effectively monitor progress on the Evidence-Based Practices (EBP) at MCCPS, the district can consider using the following metrics:

1. Student Achievement Data:

- **Standardized Test Scores:** Track changes in Math and ELA scores over time to assess improvements resulting from extended instructional time and targeted interventions.
- **Formative and Summative Assessments:** Use ongoing assessments aligned with curriculum standards to measure student progress in specific skills and content areas targeted by interventions.

2. Attendance and Participation Rates:

- Monitor attendance and participation in Extended Learning Acceleration Blocks, Summer Enrichment Programs, and Student Seminar courses to ensure consistent engagement and identify participation disparities among student groups.

3. Program Implementation Data:

- Measure fidelity of implementation for initiatives like Extended Learning Acceleration Blocks and Student Seminar courses through observation, checklists, or self-assessments.
- Document adherence to schedule adjustments, such as extended Math and ELA classes and the new Advisory period, to ensure consistent implementation across classrooms.

4. Student Engagement and Behavior Data:

- Assess changes in student engagement levels in core content classes following scheduling adjustments (morning Math and ELA classes).
- Monitor disciplinary incidents or behavior referrals to determine improvements in student behavior and classroom climate due to enhanced support structures.

5. Parent and Community Feedback:

- Solicit feedback from parents and community members through surveys or meetings to evaluate satisfaction with the effectiveness and impact of new programs and scheduling changes.
- Track parental involvement in student support initiatives and summer programs to assess community engagement and support.

6. Retention and Promotion Rates:

- Monitor retention and promotion rates across grade levels to assess whether targeted interventions and increased instructional time contribute to improved academic outcomes and student progression.

These metrics will provide MCCPS with comprehensive data to evaluate the effectiveness of their Evidence-Based Practices, make informed adjustments, and demonstrate progress in annual updates to DESE.

EBP 3.1C Educator Preparation Partnerships

- *Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).*
- *Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.*
- *Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has established relationships with educator preparation programs at Salem State University and at Endicott College. In the 23/24 school year, MCCPS was host to several pre-practicum students who came for observation hours and experiences within an inclusive, project-based driven school. MCCPS' Head of School and the Director of Teaching and Learning also attended a Career Fair at Endicott College to meet with potential fellows in their last years of their educator preparation program. Additionally, MCCPS has initiated a Fellowship Program in partnership with Salem State University. This program aims to establish a pathway of well-prepared educators who are diverse and culturally responsive. Beginning in the 24/25 school year, MCCPS will onboard four fellows from Salem State University. These fellows will engage in student teacher placements and receive mentorship from experienced educators at MCCPS. The program's goal is to provide these fellows with practical experience and professional development that aligns with MCCPS' educational standards and values.

Anticipated Status by June 2027:

By the conclusion of the plan's implementation in June 2027, MCCPS anticipates expanding its Fellowship Program to include more participants annually, ideally from additional colleges and universities in our surrounding area. The program will be structured to offer fellows comprehensive training in culturally responsive teaching practices, differentiated instruction, and inclusive education strategies. Professional development opportunities will be enhanced to support the ongoing growth of both fellows and existing staff in these areas.

To further bolster diversity and effectiveness within its workforce, MCCPS plans monitor the rollout of the newly created role of Coordinator of Co-Teaching and Inclusion, including supporting the person in that role in finding Professional Development opportunities related to mentorship and support for new educators. The Coordinator of Co-Teaching and Inclusion will be responsible for expanding the mentorship program at MCCPS, including

supporting mentors, finding appropriate trainings and professional development, overseeing collaboration between mentors and fellows, and facilitating peer observations and feedback. This position will play a crucial role in guiding fellows through their initial years of teaching, ensuring they develop into effective educators committed to continuous improvement.

Impact on Learning Experiences and Outcomes:

This Evidence-Based Practice (EBP) will significantly enhance learning experiences and outcomes for student groups identified in Section 2, particularly those from diverse backgrounds and historically underserved populations. By deliberately cultivating a culturally responsive workforce through initiatives like the Fellowship Program, MCCPS aims to provide students with equitable access to effective educators who understand their unique cultural and educational needs.

Support for these student groups will be tailored through targeted professional development that addresses cultural proficiency, trauma-informed practices, and differentiated instruction. This approach recognizes that diverse student needs may require specialized support beyond district-wide implementation efforts. By embedding these practices into the Fellowship Program and ongoing professional development, MCCPS is committed to fostering a learning environment where every student can thrive academically, socially, and emotionally.

Which schools will be impacted by these efforts?

MCCPS, district-wide.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

FY25: \$137,500

FY26: \$166,250

FY27: \$195,000

Cumulative: \$498,750

Describe the anticipated allocation of funds to this EBP in more detail.

- Fellows Stipend
- Stipend for Coordinator of Co-Teaching and Inclusion Support

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

- Instruction Leadership
- Classroom & Specialist Teachers
- Other Teaching Services
- Professional Development

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:

What metrics will your district use to monitor progress on this EBP?

Marblehead Community Charter Public School (MCCPS) will use several key metrics to monitor progress on the Fellowship Program and its broader initiative to develop a diverse, culturally responsive workforce. These metrics include:

1. **Fellowship Program Participation and Retention Rates:** MCCPS will track the number of fellows participating annually, as well as their retention rates after completing the program. This metric will indicate the program's ability to attract and retain diverse educators committed to the district.
2. **Diversity of the Educator Workforce:** Monitoring the diversity of new hires and the overall educator workforce will provide insights into progress toward building a workforce that reflects the diversity of MCCPS' student population.
3. **Feedback from Fellows and Mentors:** Regular feedback surveys and evaluations from fellows participating in the program, as well as their mentors, will assess satisfaction with the program structure, mentorship quality, and professional development offerings.
4. **Student Achievement and Engagement:** Academic performance data, attendance rates, and student engagement metrics will be analyzed to assess whether the presence of culturally responsive educators correlates with improved outcomes for diverse student groups.
5. **Professional Development Impact:** Evaluating the effectiveness of professional development sessions focused on cultural responsiveness, differentiated instruction, and inclusive practices will gauge their impact on educator practices and student outcomes.
6. **Partnership Effectiveness:** Assessing the strength and impact of partnerships with Salem State University and other educator preparation providers through metrics such as collaboration outcomes, program growth, and alignment with MCCPS' strategic goals.

These metrics will be systematically tracked and reported annually to the Massachusetts Department of Elementary and Secondary Education (DESE) to demonstrate MCCPS' progress in achieving its strategic objective of developing a diverse, culturally responsive workforce and improving learning outcomes for all students.

Coversheet

Retreat Action Items

Section: IV. Miscellaneous Board Items
Item: A. Retreat Action Items
Purpose: Vote
Submitted by:
Related Material: Draft Board Goals.txt

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Draft Board Goals.txt