



MCCPS Board of Trustees

Board of Trustees Meeting

Published on July 25, 2025 at 4:38 PM EDT

Date and Time

Tuesday July 29, 2025 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		Ian Hunt	2 m
B. Call the Meeting to Order		Katie Holt	2 m
C. Public Comment	Discuss	Katie Holt	5 m
II. Reports and Deliverables			7:09 PM

	Purpose	Presenter	Time
<ul style="list-style-type: none"> • HOS Report • Annual Report • Action Plan 			
A. HOS Report	Discuss	Stephanie Brant	15 m
B. Accountability Plan	Vote	Stephanie Brant	15 m
C. Strategic Plan	Vote	Stephanie Brant	15 m
D. Annual Report	Vote	Stephanie Brant	15 m
III. Board Action Items: Approve Minutes			8:09 PM
A. April 2025	Approve Minutes	Ian Hunt	5 m
B. May 2025 BOT Meeting	Approve Minutes	Ian Hunt	5 m
C. May 2025 HOS Annual Review Meeting	Approve Minutes	Ian Hunt	5 m
D. June Retreat Minutes	Approve Minutes	Ian Hunt	5 m
IV. Board Retreat Follow Up			8:29 PM
A. Board Retreat Discussion	Discuss	Lindsay Smith	8 m
V. Head of School Report			8:37 PM
A. April 2025 Report	FYI	Stephanie Brant	30 m
VI. Board Annual Items			9:07 PM

	Purpose	Presenter	Time
A. Upcoming Agenda Items	Discuss	Katie Holt	2 m
<p>July - Adopt Annual Report, by July 31, Adopt Annual Board Goals</p> <ul style="list-style-type: none"> • August – Board Officer Vote, Adopt HOS Goals, Open Annual Board Self Assessment • Sept – Review Annual Board Self Assessment, Approve Committee Memberships and Vice-Chairs • Oct – Adoption of the Annual Audit (must be done by Oct 31), MCAS Presentation, Presentation on HOS Evaluation Process by the Personnel Committee • Nov – HOS Contract Renewal Notice • Dec – • Jan – HOS Mid-year review • Feb - Adopt School Calander • March – Set up Satisfaction Survey, Set Annual Board Retreat Date, Presentation of HOS Annual Evaluation Form • April – Presentation by HOS of Annual Goals, Budget Adoption • May – HOS Annual Evaluation • June – Annual Board Retreat 			
B. Adopt Board Goals	Vote	Lindsay Smith	15 m
VII. Committee Updates			9:24 PM
A. Finance Committee	Discuss	Emily Promise	15 m
<ul style="list-style-type: none"> • Review of Finance Committee Documents • Relevant Discussion 			
B. Governance Committee	FYI	Polly Titcomb	10 m
<ul style="list-style-type: none"> • • General Update 			
C. Academic Excellence	Discuss	Chris Doyon	5 m

	Purpose	Presenter	Time
D. Development & Communications	Discuss	Kimberly Nothnagel	10 m
<ul style="list-style-type: none"> • Talent Show/Auction Fundraiser • 30th Anniversary Gala 			
E. DEI Committee	Discuss	Lindsay Smith	5 m
F. Personnel Committee	FYI	Katie Holt	5 m
<ul style="list-style-type: none"> • Update 			
VIII. Public Comment			10:14 PM
A. Public Comment	Discuss	Katie Holt	5 m
IX. Closing Items			10:19 PM
A. Recap Action Items	Discuss	Katie Holt	5 m
Clerk to review actions items, add any additional items discussed.			
B. Adjourn Meeting	Vote	Katie Holt	

Coversheet

HOS Report

Section:	II. Reports and Deliverables
Item:	A. HOS Report
Purpose:	Discuss
Submitted by:	
Related Material:	Head of School Report July 2025.pdf DESE Compliance Action Plan on Renewal Findings.pdf SOA Progress Report August 2025.pdf

July 2025
Head of School Report
Stephanie Brant LICSW

1. Enrollment
2. Staffing
3. Review: School Opportunity Act Progress Report August 2025
4. Review and Vote:
 - 2025 Charter Renewal Findings Action Plan
 - 2025-2030 Strategic Plan
 - 2024-2025 Annual Report
 - 2025 Accountability Plan
5. Programming Updates
6. Miscellaneous Updates

Enrollment Compliance Plan to Ensure Alignment with Statutory Requirements for Sending District Enrollment

Marblehead Community Charter Public School (MCCPS)

Submission Date: August 1, 2025

Date Approved by the MCCPS Board of Trustees:

Overview

MCCPS faces challenges in maintaining visibility and accessibility within its chartered sending districts due to several key factors. First, limited marketing and outreach efforts have contributed to a decline in awareness of MCCPS as a viable middle school option. Additionally, enrollment pathways may not be clear to families, resulting in confusion about the application process and missed opportunities due to a lack of timely access to information. Furthermore, misconceptions about the school's population—particularly its well-established reputation for serving students with special education needs—may unintentionally lead some families to believe MCCPS is not the right fit for all learners. In reality, MCCPS employs an inclusive model that supports the full spectrum of learners—from those who benefit from targeted support to those who thrive when offered deeper academic challenges—through a dynamic, personalized approach rooted in Project-Based Learning. Increased communication about this commitment is essential to ensure all families understand how the school meets diverse student needs.

In addition, leadership upheavals in 2018 and 2023 contributed to a perception of instability in local communities, disrupting efforts to build long-term confidence in MCCPS as a school with consistent and effective leadership. These changes undermined the school's reputation and negatively impacted enrollment trends in our chartered sending districts. Although internal satisfaction has remained high, particularly among currently enrolled families, external perceptions have not kept pace with recent improvements. The current leadership team—composed of seasoned educators with deep roots in the MCCPS community and a demonstrated commitment to the school—reflects a period of renewed stability and strong governance. It is necessary to clearly message this reality to the broader community to restore trust, rebuild visibility, and re-establish MCCPS as a top-tier middle school option for families in our sending districts.

In compliance with state requirements and to align with MCCPS's mission and values, this plan outlines strategic actions designed to ensure that enrollment from outside the school's chartered region does not exceed 20 percent of the school's total population for two consecutive years during the charter term ending June 30, 2030. MCCPS is committed to inclusive, equitable enrollment practices while increasing outreach to and enrollment from our sending districts.

This multi-pronged plan includes actionable strategies in community engagement, marketing, local partnerships, evaluation, and academic performance. The goal is to increase awareness, improve conversion rates, and strengthen local community ties. The primary focus is on

expanding visibility in the charter region, particularly in our sending districts, while preserving the unique attributes that make MCCPS a high-performing, student-centered school.

1. Establishment of a Director of Enrollment and Community Engagement

To significantly enhance visibility and outreach in our sending districts, MCCPS has created a new full-time, year-round position titled **Director of Enrollment and Community Engagement**. This multi-year contracted position, beginning July 2025, will be central to implementing our strategy. Key responsibilities will include:

- **Community Presence:** Developing and executing a community engagement plan with a strong presence in the local neighborhoods, libraries, parent groups, town events, and community organizations.
 - **Outreach Campaigns:** Coordinating open houses, informational sessions, and school tours tailored to families in our charter region.
 - **Marketing and Communication:** Developing culturally responsive and multilingual promotional materials and launching a strategic communications campaign including print, digital, and social media outreach.
 - **Partnership Building:** Strengthening relationships with early childhood education centers and community-based organizations to serve as feeder pipelines.
 - **Data Collection and Reporting:** Maintaining enrollment data dashboards to track application patterns and analyze effectiveness of outreach strategies.
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2. Increasing Dissemination and Partnerships with Local Public Schools

MCCPS recognizes the importance of cultivating strong, collaborative relationships with local public schools. Increased dissemination of our curriculum innovations, especially in Project-Based Learning (PBL) and Community Service Learning (CSL), will serve as a bridge for deeper relationships. Strategies include:

- **Hosting Shared Learning Events:** Coordinating joint workshops, student showcases, and professional development events with local public schools.
- **Cross-School Initiatives:** Initiating shared service opportunities, including summer bridge programming and peer-to-peer mentoring, particularly for students transitioning from Grade 3 to Grade 4.

- **Leadership Engagement:** Scheduling regular meetings between MCCPS leadership and district leadership to share insights, discuss potential partnerships, and align efforts to better serve students in the region.
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3. Ongoing Enrollment Evaluation and Data-Informed Strategy

MCCPS is committed to annually evaluating its enrollment trends and making data-informed decisions. Key insights from our **Comprehensive Analysis of Student Enrollment** inform this plan:

- **Grade 4 Applications:** Applications to Grade 4, our primary entry point, have remained steady over the past several years. However, conversion rates hover around 40% from Marblehead, signaling a need to improve messaging and family follow-up.
- **Grades 7 and 8 Enrollment:** These grades receive lower application numbers and experience lower yield, suggesting a lack of community understanding around the benefits of choosing MCCPS for upper middle grades.
- **Visibility and Access:** Although 70% of rising 6th-grade students are from MCCPS's chartered sending districts—demonstrating strong internal satisfaction and retention—only 10% of new applications for the 2025–2026 school year came from those districts, highlighting a sharp decline in external visibility and access, particularly in Grades 6–8, and indicating a need for targeted outreach efforts.

As a result, MCCPS will invest in:

- **Enhanced storytelling:** Showcasing student success stories, alumni outcomes, and PBL results to the community.
 - **Family Ambassador Program:** Leveraging current families as ambassadors to connect with prospective families and speak to the school's value.
 - **Targeted Marketing:** Promoting our small school model and personalized learning approach for Grades 6–8 to support students' transition to high school.
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4. Strengthening Academic Performance and Pursuing Proven Provider Status

MCCPS is working toward achieving proven provider status through a sustained focus on academic excellence. Initiatives include:

- **Rigorous Project-Based Learning:** Embedding deeper academic rigor into our interdisciplinary, PBL model across all grades.

- **Adoption of High-Quality Instructional Materials (HQIM):** Adopting evidence-based curricular resources in Math, ELA, and Science.
- **Professional Development:** Expanding training for all staff on high-quality instructional practices and student support models.
- **Creation of the Director of Academics and Accountability Role:** A newly created position beginning July 2025, this role will support instructional leadership, student assessment, teacher coaching, and continuous improvement aligned with state standards and MCAS outcomes.

These efforts will increase the school's profile as an academically rigorous, innovative, and successful option within the region.

5. Evaluation and Contingency Planning

MCCPS is committed to continuous evaluation of its recruitment and enrollment strategies. Each year, the leadership team will:

- Review application and enrollment data disaggregated by district.
- Evaluate the effectiveness of community engagement efforts.
- Present enrollment data and trends to the Board of Trustees.
- Adjust strategies as needed to respond to community needs and ensure compliance.

If, after the targeted outreach efforts and programmatic enhancements, enrollment from outside the charter region continues to exceed 20 percent beyond the expected improvement period (by Year 4 of the charter term), MCCPS will submit a formal amendment request. This may involve:

- Modifying the charter region boundaries.
 - Revising grade span alignment if necessary.
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Conclusion

MCCPS is deeply committed to maintaining compliance with state enrollment statutes while ensuring equitable access for all families in our charter region. Through intentional outreach, data-driven evaluation, strengthened community ties, and ongoing academic improvement, we are confident that we can meet and sustain the 80 percent enrollment requirement from our chartered region.

This comprehensive plan, approved by the Board of Trustees, will serve as the guiding roadmap for enrollment efforts over the next charter term and beyond.

Submitted by:

Stephanie Brant
Head of School
Marblehead Community Charter Public School
Date: August 1, 2025



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Student Opportunity Act Plan

August 2025

Progress Report

Section 1

In this section, you will summarize:

- **steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;**
- **early evidence of change related to your implementation; and**
- **evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Plan**

*** Implementation Activities: During academic year 2024-2025, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan?**

Implementation Activities

EBP 2.1B: Supporting Curriculum Implementation

During the 2024–2025 academic year, the district took deliberate steps to launch and deepen implementation of evidence-based programs (EBPs) outlined in our SOA Plan, with a particular focus on mathematics. Key implementation actions included:

- **Demoing i-Ready Math:**
The district piloted i-Ready Math in all math classrooms during the final two months of the school year. Teachers evaluated its alignment with the i-Ready Diagnostic framework and its potential to improve instructional coherence and student learning outcomes.
- **Partnership with TNTP:**
In collaboration with TNTP, the district rolled out a comprehensive set of supports to enhance math instruction. These included:
 - Weekly **targeted professional development** for math teachers
 - **Classroom observations** and reflective feedback cycles
 - **Lesson internalization sessions** to strengthen teacher planning and alignment with HQIM
- **High-Quality Instructional Materials (HQIM) Deep Dive:**
A district-wide review of HQIM in math was conducted, focusing on Grades 4–8 and prioritizing materials that support **procedural fluency**, an area identified as a key gap in our existing curriculum. The materials were also assessed for their alignment with the needs of our targeted student groups—**English Learners (ELs), Students with Disabilities (SWDs), African American students, and Hispanic/Latino students.**
- **Leadership and Accountability Structures:**
To further support implementation and monitoring, the district created a new **Director of**

Academics and Accountability position. This role is specifically designed to oversee evidence-based program implementation and ensure ongoing curriculum evaluation and fidelity. In addition, a **new leadership structure was developed for the 2025–2026 school year** to support increased instructional coaching, teacher development, and evaluation processes—critical elements for sustaining high-quality implementation.

EBP 2.4B: Extended Learning Time

- **Extended School Day:**
MCCPS extended its daily schedule to **7:45 AM – 3:00 PM across all five days**, providing a consistent and equitable increase in learning time, particularly on Mondays, Wednesdays, and Fridays.
- **Launch of PALS (Personalized Academic Learning Supports):**
Formerly known as LAB, PALS sessions were restructured and expanded to occur **three times per week for 30 minutes each**. Groups are formed using real-time diagnostic, benchmark, and classroom data to address individual student learning needs—supporting both intervention and acceleration.
- **Extended Core Instruction:**
Math and ELA instructional blocks were lengthened by 15 minutes per day, creating **150 additional minutes of core instruction weekly**. This time allowed teachers to dive deeper into grade-level content, offer reteaching, and deliver small-group support.
- **Prioritizing Core Subjects in the Morning:**
Math and ELA classes were **scheduled earlier in the day**, when student focus and cognitive capacity are at their highest.
- **End-of-Day Advisory:**
A daily **10-minute Advisory block** was introduced, with a focus on executive functioning skills, organization, and academic self-management—critical for students with disabilities and those requiring executive skill support.
- **Student Seminar Course:**
MCCPS implemented a **twice-weekly Seminar** for students in Grades 6–8. This course includes instruction in study strategies, portfolio development, digital/media literacy, and organization.
- **Expanded Enrichment and Academic Support:**
MCCPS expanded **school-day enrichment programming to five days per week**, embedded within structured lunch/recess blocks. Additionally, the school **added academic support at every grade level in all core subjects**, ensuring more targeted in-school academic help for all students.

- **After-School Program Development:**
MCCPS hired a dedicated liaison to enhance after-school programming and coordinate supports that meet students' educational and developmental needs. This position focuses on expanding access to meaningful enrichment and providing aligned academic support outside of regular hours.
- The district also expanded its partnership with the local YMCA by hiring an MCCPS staff member to serve as a liaison between the afterschool program and MCCPS teaching staff, supporting a collaborative model that integrates academics into afterschool programming. This liaison plays a critical role in bridging the gap between home and school by ensuring consistent communication, aligning academic goals across settings, and fostering a more cohesive experience for students and families.

EBP 3.1C Educator Preparation Partnerships

A significant step in implementing this EBP is the establishment of a more comprehensive leadership position—the Director of Academics and Accountability—effective July 1, 2025. The Director of Academics and Accountability will work collaboratively with the Assistant Head of School to advance initiatives related to educator preparation partnerships. Together, they are designing and coordinating a comprehensive training and ongoing support systems for both fellows and mentors. They will also facilitate a structured system of peer observations and feedback to enhance professional growth and instructional effectiveness.

In addition to hosting teaching fellows, in 2025 MCCPS will onboard a School Adjustment Counselor fellow to support the social-emotional needs of all students, expanding our capacity to address student wellness and create a more supportive learning environment aligned with our goals for inclusive and culturally responsive education.

Early Evidence of Change (2024–2025)

Early Evidence of Change (2024–2025):

During the 2024–2025 school year, MCCPS saw positive instructional improvements as teachers involved in the i-Ready pilot reported greater confidence in lesson delivery, especially in scaffolding for English Learners and students with disabilities. Classroom observations showed increased student engagement, stronger math discourse, and better alignment with high-quality instructional materials. The Personalized Academic Learning Supports (PALS) model enabled more targeted instruction through personalized groupings, and new advisory and seminar blocks helped students build organization and time management skills. Mid-year i-Ready data indicated that over half of students across most subgroups met or exceeded typical growth in math, with overall reading progress strong but revealing a need for additional support for multilingual learners.

Evidence of Gap-Closing:

Early diagnostic data and academic growth measures suggest progress in closing achievement gaps for key student groups, particularly students with disabilities and English Learners. The PALS model, extended instructional time, and enhanced grade-level supports contributed to

notable gains, particularly in math. Increased in-school academic support and expanded enrichment opportunities ensured equitable access for students who might not participate in after-school programs. Longitudinal data shows students develop skills more consistently the longer they remain at MCCPS, affirming the value of the school's extended learning approach.

End of year i-Ready diagnostic data in math for the 2024–25 school year showed that 60% of all MCCPS students were at or above grade level. Among student subgroups, 48% of students with disabilities (SWD), 28% of Multilingual Learners (MLL), and 49% of Former English Learners (FEL) were on or above grade level, with SWD and FEL performing on par and MLL trailing behind. While most students are at or above grade level, a significant number remain one grade level below and would benefit from targeted interventions. i-Ready data also revealed a 36% increase of SWD on or above grade level, with decreases in SWD performing below and far below grade level, and a striking 300% increase of MLL on or above grade level, as compared to end of year diagnostic data from the 2023-2024 school year, although MLL growth in stretch goals remains limited.

Over half of all SWD, MLLs & FELs met or exceeded their typical growth goals, indicating students generally made or exceeded expected progress for the school year. However, approximately 25% of students across populations made less than 19% progress toward their goals, with many showing no growth, highlighting a need for focused review and intervention. Regarding stretch growth—which measures accelerated progress to close achievement gaps—28% of SWD met or exceeded this target, signaling promising progress. In contrast, the MLL population showed limited advancement toward stretch growth, emphasizing the need to revisit instructional strategies and services tailored for these students.

Section 2

Key Changes to the SOA Plan:

After careful consideration and stakeholder input, the district made several strategic leadership adjustments to better align staffing structures with the goals of our SOA Plan. MCCPS opted not to hire a separate Coordinator of Co-Teaching and Inclusion, instead establishing the role of **Director of Academics and Accountability** to provide comprehensive oversight of student learning outcomes and support the implementation of evidence-based practices across the district.

Additionally, the leadership team was restructured to create **half-time coaching positions in ELA, Math, and Science**, allowing for greater teacher support and more effective curriculum implementation across core content areas. MCCPS also created a new position—Director of Enrollment and Community Engagement—a role created to support the diversity of our student population and strengthen family and student connections to the school community—fostering a greater sense of belonging that positively impacts student learning and success. These shifts

reflect a broader effort to streamline accountability, strengthen instructional leadership, and improve equity and access for all students.

Implementation Plans for Academic Year 2025–26:

In the 2025–26 academic year, MCCPS will expand and deepen the implementation of its EBPs by leveraging these new leadership roles to enhance cross-functional coordination, teacher evaluation, professional development, and community outreach. The Director of Academics and Accountability will continue to lead efforts around educator preparation partnerships, data-driven instruction, and mentorship systems. The subject-specific coaches will provide embedded, just-in-time support for teachers to improve instructional quality and fidelity to curriculum. The Director of Enrollment and Community Engagement will work to build stronger relationships with families, ensure student needs are proactively addressed, and increase engagement—especially among historically underserved populations. These structures will collectively strengthen the district's ability to close opportunity gaps and improve outcomes for all learners.

Section 3

Question 1: * Please briefly describe your districts efforts during the 2024-25 school year to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.*

Family and Caregiver Engagement (2024–2025):

During the 2024–25 school year, MCCPS implemented a multi-pronged approach to engage families and caregivers—particularly those representing student groups experiencing the greatest disparities, including students with disabilities, multilingual learners, and economically disadvantaged students. Key activities included **weekly school-wide updates** that provided timely information about student learning and school initiatives; **ELPAC (English Learner Parent Advisory Council)** and **SEPAC (Special Education Parent Advisory Council)** meetings to ensure meaningful input from families of MLL and SWD populations; and **grade-level family dinners** held in September to build relationships and foster shared understanding of academic expectations.

To further strengthen engagement and strategic planning for the school, the MCCPS Board of Trustees offered listening sessions to elevate family voice in decision-making. The district also launched **ParentSquare**, a two-way communication platform that enables real-time engagement between families and staff, with **built-in translation support** to ensure accessibility for all families, including non-English speakers.

Evidence of Progress:

These activities appear to be fostering stronger communication, encouraging more family participation in advisory groups, and contributing to higher turnout at school events.

While formal metrics on engagement are still being analyzed, preliminary data suggest a rise in attendance at ELPAC and SEPAC meetings and more consistent responses from families via ParentSquare. These outcomes reflect meaningful progress toward the goals in our SOA plan to deepen partnership with families and ensure their voices guide how we support students most in need.

Question 2:* Please share evidence of increased or improved engagement with families/caregivers, particularly those representing the student groups targeted in your SOA plan, during the academic year 2024-25. (*Districts may use the metrics described in their SOA Plans, or other relevant metrics*)

Evidence of Improved Family/Caregiver Engagement (2024–25):

Listening sessions and **parent surveys** provided valuable insights into the effectiveness of our engagement strategies. Feedback from these sources confirmed that our efforts to increase two-way communication and inclusivity are making a meaningful impact.

According to the parent survey:

- **95%** of respondents rated the school's communication with families as *excellent* or *good*.
- **97.5%** of families reported that there are *sufficient opportunities* for them to be involved in the school community.
- **85%** of families indicated that their *identity and background are respected and reflected* in the curriculum, classroom discussions, and school events.
- **95%** of families agreed that the school has provided *opportunities to celebrate and learn about diverse cultures*.

These outcomes reflect a deeper sense of belonging and partnership between MCCPS and its families, and signal clear progress in achieving our SOA goals to increase engagement with families of students experiencing the greatest disparities.

Question 3:

Please briefly describe the following types of stakeholder engagement during the 2024-2025 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

1. how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
2. the ways in which your district collected input and feedback from different stakeholder groups;
3. the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation

Stakeholder Engagement and Feedback on SOA Plan Implementation (2024–25):

Throughout the 2024–25 school year, MCCPS maintained transparent communication about SOA implementation and student outcomes by regularly sharing updates with the Board of Trustees during public board meetings and in school-wide communications from the Head of School. These updates allowed stakeholders, particularly those representing our target student groups, to stay informed about progress and early evidence of change.

We also prioritized collecting feedback through structured channels such as family surveys, listening sessions, SEPAC and ELPAC meetings. The feedback received led to actionable shifts in our implementation—for example, adding targeted services and adjusting staffing roles to better support students with disabilities and multilingual learners. This continuous input loop ensured that our SOA strategies remained responsive and community-informed.

Coversheet

Accountability Plan

Section:	II. Reports and Deliverables
Item:	B. Accountability Plan
Purpose:	Vote
Submitted by:	
Related Material:	2025-2030 Accountability Plan .pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

2025-2030 Accountability Plan

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: _____



Marblehead Community Charter Public School

17 Lime Street Marblehead, MA 01945

Tel: 781-681-0777

Marbleheadcharter.org

Head of School: Stephanie Brant

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

Dear Members of the Board of Elementary and Secondary Education:

On behalf of the Marblehead Community Charter Public School Board of Trustees I respectfully submit the Accountability Plan for 2025-2030.. The Marblehead Community Charter Public Board of Trustees **voted to approve this plan on XXXXXXXX** at a meeting held in compliance with Massachusetts Open Meeting Law G.L. c. 30A, §§ 18-25.

The Marblehead Community Charter Public School maintains its Key Design Elements from the Original Charter of 1995: Teacher Leadership, Student-Centered Learning Environment. And Immersive, Integrated, Real-World Learning Approach.

Highlights from the Accountability Plan for 2025-2030 are: The implementation of a comprehensive instructional support model that includes dedicated teacher coaches and an Instructional Leadership Team (ILT); The implementation of student-centered practices that promote ownership, reflection, and authentic demonstration of learning to support students in setting academic and personal goals; and Dissemination of the educational practices utilized by MCCPS such as Student-Centered Learning and our Immersive, Integrated Real-World Learning approach.

Please contact Stephanie Brant, Head of School sbrant@marbleheadcharter.com (781) 631-0777 if you have any questions about the MCCPS Accountability Plan.

Sincerely,

Kathryn E. Holt,
Chair MCCPS Board of Trustees

Marblehead Community Charter Public School (MCCPS)			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Marblehead
Regional or Non-Regional	Regional	Districts in Region	Marblehead Swampscott Nahant
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020, 2025
Maximum Enrollment	230	Chartered Grade Span	4-8
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.			

Key Design Elements:

1. **Teacher Leadership** (Pgs. 5, 21-23, Final Charter Application, 1995)
2. **Student-Centered Learning** (Pgs. 4, 7-8, 21-23, Final Charter Application, 1995)
3. **Immersive, Integrated, Real-World Learning Approach** (Pgs. 4, 6, 8, 21-23, Final Charter Application, 1995)

The charter school commits to meeting Criteria 1 through 10 as outlined in the Charter School Performance Criteria.

Date of Preliminary Department Approval:	5/21/2025
Date of Board Approval:	
Date of Department Approval:	

Objectives and Measures related to Mission and Key Design Elements (required):

<p>Objective (for KDE 1): To improve student outcomes by fostering a culture of teacher leadership, our school will implement a comprehensive instructional support model that includes dedicated teacher coaches and an Instructional Leadership Team (ILT). The ILT will be composed of teacher leaders and administrators who collaborate to design and implement rigorous, standards-aligned lessons and units of study. Teacher coaches will provide ongoing, job-embedded professional development, modeling best practices and supporting data-informed instruction. Through this distributed leadership model, teachers will continuously refine their instructional practice, ensuring high-quality learning experiences for all students.</p>		
<p>Measure:</p> <p>By the end of Year 2 (2026–2027), 75% of teachers will participate in at least four coaching cycles annually, with 70% of teachers who have been employed at MCCPS for 3 or more years scoring proficient on the DESE Teacher Evaluation Rubric.</p> <p>By Year 4 (2028–2029), 90% of teachers will engage in at least six coaching cycles annually, and at least 85% of teachers who have been employed at MCCPS for 3 or more years will score proficient on the DESE Teacher Evaluation rubric, particularly Standard 1A, Curriculum and Planning, and Standard 2A, Instruction, to design and deliver rigorous, standards-based instruction that supports all learners, including multilingual learners and students with disabilities.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Year 1-2: Percent of teachers engaged in at least four coaching cycles • Year 3-5: Percent of teachers engaged in at least six coaching cycles • Year 1-5: Percent of teachers scoring “Proficient” or higher on the DESE Teacher Evaluation Rubric on overall Summative Evaluation <p>Data collection plan:</p> <ul style="list-style-type: none"> • Instructional Leadership Team (ILT) - Director of Academics & Accountability, Directors of Curriculum, Teaching, and Learning • Data collected at the end of each school year (June) • Stored via Google Sheets in ILT Google Drive 	

<p>Measure:</p> <p>By Year 4, at least 85% of teachers will report increased confidence in designing and delivering integrated, high-quality instruction as a result of ILT-led PD and coaching, as measured by an annual staff survey, with a response rate of at least 80%, with evidence of impact reflected in improved student work and engagement across all student groups.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Percent of grade-level teacher teams submitting three integrated unit plans per year, reviewed with feedback from the ILT and facilitated by teacher leaders Year 1-5: Number of professional development sessions designed and/or delivered focused on unit planning and instructional strategies each year Year 1-5: Percent of teachers reporting increased confidence in designing and delivering integrated, high-quality instruction based on at least 3 survey questions Year 1-5: Response rate for staff survey completion on relevant survey <p>Data collection plan:</p> <ul style="list-style-type: none"> Instructional Leadership Team (ILT) Data collected at the end of each trimester (November, March, June) Stored via Google Sheets in ILT Google Drive <ul style="list-style-type: none"> PLC agendas and meeting minutes documenting teacher leader facilitation of collaborative planning and reflection Observation notes and coaching logs showing teacher leader support during unit implementation
<p>Objective (for KDE 2): To empower all students as active participants in their learning, our school will implement student-centered practices that promote ownership, reflection, and authentic demonstration of learning. Over the five-year charter term, all students will engage in student-led conferences, maintain curated portfolios of work across content areas, and participate in triannual Exhibitions of Learning. These structures will support students in setting academic and personal goals, reflecting on their growth, and communicating their learning to authentic audiences, fostering deeper engagement, metacognition, and accountability.</p>	

<p>Measure: By the end of Year 2 (2026–2027), 90% of students will maintain an annual portfolio that includes at least six curated entries—two per trimester—from three or more core content areas. By Year 4 (2028–2029), 90% of students will maintain a portfolio with a minimum of nine entries annually—three per trimester—demonstrating growth, reflection, and goal setting across all core subjects.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Year 1-2: Percentage of students school-wide making at least six portfolio entries yearly • Year 3-5: Percent of students school-wide making at least nine portfolio entries yearly • <p>Data collection plan:</p> <ul style="list-style-type: none"> • Grade-level Advisory teachers will track and maintain each trimester data related to portfolio entries (November, March, June) and Annual Portfolio Review data (June) • Portfolio Google Drive, maintained by ILT, to include trimesterly grade-level portfolio entry data and Annual Portfolio Review data
<p>Measure: Beginning in Year 1 (2025–2026), 100% of students will participate in at least one student-led conference annually with a 80% attendance rate of family members or trusted adults. By Year 4 (2028–2029), 90% of students will lead one goal-setting meeting at the start of the school year and one student-led conference each year (spring) with a 90% attendance rate of a family member or trusted adult, using their portfolios to guide the conversation.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> • Year 1-5: Percent of students hosting a Student-Led Conference yearly • Year 1-5: Percent of students hosting a Student-Led Conference yearly attended by a family member or trusted adult. • Year 5: Percent of students hosting a goal setting meeting at the start of the school year. <p>Data collection plan:</p> <ul style="list-style-type: none"> • Grade-level teams will keep track of SLC attendance, yearly Goal-Setting Meetings (May; Google Sheets based attendance forms kept in ILT Google Drive)

<p>Measure:</p> <p>Annual surveys will indicate that at least 85% of families and students, with a family response rate of 60% and a student response rate of 90%, feel the conferences strengthen student accountability, communication skills, and goal setting.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Annual survey question indicating that at least 85% of families feel the conferences strengthen student accountability, community connection, communication skills, and goal setting Year 1-5: Response rate of families on annual survey Year 1-5: Annual survey of students, with at least 85% reporting that students feel that participation in the student-Led conferences increased independence, academic ownership, communication skills, and goal setting Year 1-5: Response rate of students on annual survey <p>Data collection plan:</p> <ul style="list-style-type: none"> ILT to design and deliver student survey re:SLCs (May; survey results kept in ILT Google Drive) Yearly Head of School survey re:family feedback on SLCs (May/June)
<p>Objective (for KDE 2): To empower all students as active participants in their learning, our school will implement student-centered practices that promote ownership, reflection, and authentic demonstration of learning. Over the five-year charter term, all students will engage in student-led conferences, maintain curated portfolios of work across content areas, and participate in triannual Exhibitions of Learning. These structures will support students in setting academic and personal goals, reflecting on their growth, and communicating their learning to authentic audiences, fostering deeper engagement, metacognition, and accountability.</p> <p>Measure:</p> <p>Each school year from 2025–2030, 100% of instructional staff will collaboratively design and implement a minimum of three interdisciplinary, project-based learning (PBL) units that are standards-aligned and integrate multiple content areas. These units will incorporate differentiated strategies to meet the diverse needs of all learners.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Percent of grade-level teacher teams who planned and implemented three integrated unit plans per year, with evidence of scaffolding and differentiation for diverse learners Year 1-5: Documentation of frequency and content area of integration at all grade levels, per year; (i.e. Math and Art, 2 times; Math, Humanities, Art, 3 times) <p>Data collection plan:</p> <ul style="list-style-type: none"> Instructional Leadership Team Each trimester (November, March, June) ILT Google Drive

<p>Measure: By Year 4 (2028–2029), 90% of students will complete a reflection of their Community Service Learning project per year, with each grade level engaging in a distinct project that addresses a specific community need.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none">● Year 1-5: Percentage of students completing a reflection on in CSL that addresses a specific community need aligned with grade-level academic learning annually <p>Data collection plan:</p> <ul style="list-style-type: none">● Instructional Leadership Team● Yearly (June)● ILT Google Drive
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Objective and Measures related to Dissemination (required):

Objective: MCCPS will actively disseminate our approaches to Student-Centered Learning and our Immersive, Integrated Real-World Learning approach.	
<p>Measure: Each year from 2025–2030, our school will host at least one of the following initiatives each year to foster collaboration with district schools: District-wide professional development sessions on Portfolios, Project-Based Learning (PBL), Community Service Learning (CSL), and/or Student-Led Conferences (SLCs); classroom visits and teacher exchanges; or inter-district project collaborations.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Engagement Metrics (number of district school staff attending, number of students involved, number of collaborative projects) for cross-district dissemination events - PDs, classroom visits, inter-district project collaborations <p>Data collection plan:</p> <ul style="list-style-type: none"> Instructional Leadership Team Yearly (June) ILT Google Drive - Dissemination
<p>Measure: Each year from 2025–2030, our school will invite district leaders, teachers, and community members to attend our trimesterly Exhibitions of Student Learning to engage with our students and experience firsthand the impact of our immersive, integrated approach.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Number of district leaders, etc. attending Exhibition yearly <p>Data collection plan:</p> <ul style="list-style-type: none"> Instructional Leadership Team Yearly (June) ILT Google Drive - Dissemination
<p>Measure: By Year 4 (2028–2029), our school will have shared our approach at eight or more conferences – regional or national—showcasing our student-centered, immersive approach to learning through Project-Based Learning (PBL) and Community Service Learning (CSL), with feedback indicating that at least 60% of attendees plan to implement some of the practices in their own schools on surveys with a response rate of at least 15% on post workshop surveys. Presentations will highlight best practices, successful student outcomes, and strategies for engaging students in real-world learning experiences.</p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> Year 1-5: Number of conference workshops/presentations Year 1-5: results of survey data Year 1-5: Response rate to post presentation/workshop surveys <p>Data collection plan:</p> <ul style="list-style-type: none"> ILT/Presenters to collect feedback from conference attendees using surveys or feedback forms to assess relevance of content presented, intentions to implement shared practices, and specific strategies/tools attendees plan to use Data to be collected after each conference ILT Google Drive - Dissemination

Coversheet

Strategic Plan

Section:	II. Reports and Deliverables
Item:	C. Strategic Plan
Purpose:	Vote
Submitted by:	
Related Material:	Strategic Plan 2025-2030.pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Strategic Plan 2025-2030

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

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Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees: _____

Date report submitted: _____



Dear MCCPS Community,

It is with great enthusiasm, confidence, and a deep sense of responsibility that I share with you the **Marblehead Community Charter Public School Strategic Plan for 2025–2030**. This plan reflects the collective vision, values, and aspirations of our school community and is designed to propel MCCPS into a vibrant and sustainable future. Rooted in our mission and driven by our commitment to academic excellence, equity, and innovation, this plan will guide our work over the next five years as we continue to foster a learning environment where every student is empowered to thrive.

At its core, this Strategic Plan articulates five **bold priorities** to ensure that MCCPS not only remains a beacon of high-quality education in our region but continues to grow stronger, more inclusive, and more responsive to the needs of our students and families. These priorities include:

- **Elevating instructional quality and student outcomes** through distributed leadership, instructional coaching, and data-driven planning cycles.
- **Strengthening student agency** by expanding student-led conferences, learning portfolios, and authentic exhibitions of learning.
- **Advancing equity and inclusion** via universal design for learning, robust Multi-Tiered Systems of Support, and equity-focused data analysis.
- **Stabilizing and growing enrollment** in our chartered communities—Marblehead, Swampscott, and Nahant—through targeted outreach, branding, recruitment, and retention strategies.
- **Supporting and retaining exceptional educators** by investing in compensation, career development, staff wellness, and a strong professional culture.

This plan is not only a roadmap for continuous improvement but a reflection of who we are and who we strive to become: a dynamic, student-centered school that prepares every learner to lead with intellect, empathy, and purpose.

I extend my deepest gratitude to the staff, families, board members, and community partners who contributed to this effort. Together, we will turn this vision into action and ensure that MCCPS remains a model of excellence in public education.

With optimism and pride,

Stephanie Brant LICSW

Head of School

Marblehead Community Charter Public School

MCCPS VISION

Our vision is to cultivate a generation of intellectually curious, confident, self-directed learners who excel academically and use their knowledge, creativity, and empathy to make meaningful contributions to their community and the world.



MCCPS MISSION

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.

INTENDED IMPACT 1: ELEVATE INSTRUCTIONAL QUALITY AND STUDENT OUTCOMES

Students will demonstrate consistent academic growth and proficiency across all subjects through rigorous, data-informed instruction.

INTENDED IMPACT 2: DEEPEN STUDENT OWNERSHIP OF LEARNING

Students will take active roles in their education by setting goals, reflecting on progress, and presenting their learning authentically.

INTENDED IMPACT 3: ADVANCE EQUITY THROUGH DIFFERENTIATED, INCLUSIVE PRACTICES

All students, regardless of background, will experience academic challenge and support through culturally responsive and inclusive teaching.

INTENDED IMPACT 4: STABILIZE ENROLLMENT FROM CHARTERED REGIONS TO ENSURE FISCAL STABILITY AND COMPLIANCE

MCCPS will sustain full enrollment annually from its chartered sending districts—Marblehead, Swampscott, and Nahant—to support fiscal stability, continuity, and compliance with charter regulations through targeted recruitment, retention, and community engagement.

PRIORITY 1

Build a Culture of Distributed Instructional Leadership

- Establish and Sustain the Instructional Leadership Team (ILT)
- Launch an Instructional Coaching Model
- Implement Collaborative Planning and Data Cycles

PRIORITY 2

Elevate Student Agency Through Authentic Demonstration of Learning

- Institutionalize Student-Led Conferences (SLCs)
- Develop and Maintain Student Portfolios
- Design and Deliver Triannual Exhibitions of Student Learning

PRIORITY 3

Ensure Equitable and Inclusive Learning Experiences

- Adopt Universal Design for Learning (UDL) Principles
- Enhance Data Systems for Equity Analysis
- Implement Tiered Systems of Academic and SEL Support

PRIORITY 4

Build and Sustain Full Enrollment from MCCPS' Chartered Regions

- Strengthen Community Engagement and Outreach in Sending Districts
- Enhance Marketing and Branding with Regional Focus
- Develop a Year-Round Recruitment and Retention Plan
- Improve the Experience and Satisfaction of Sending District Families
- Ensure Enrollment Compliance and Financial Health.

PRIORITY 5

Retain and Support Qualified, Committed Educators

- Develop and Sustain a Comprehensive Teacher Retention Strategy
- Implement Competitive Compensation and Benefits Review
- Expand Professional Learning and Career Pathways
- Enhance Staff Culture, Recognition, and Wellness Supports

Marblehead Community Charter Public School Strategic Plan (2025–2030)

MCCPS Vision

Our vision is to cultivate a generation of intellectually curious, confident, self-directed learners who excel academically and use their knowledge, creativity, and empathy to make meaningful contributions to their community and the world.

MCCPS Mission Statement

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.

Intended Impact Goals

1. **Elevate Instructional Quality and Student Outcomes:** Students will demonstrate consistent academic growth and proficiency across all subjects through rigorous, data-informed instruction.
2. **Deepen Student Ownership of Learning:** Students will take active roles in their education by setting goals, reflecting on progress, and presenting their learning authentically.
3. **Advance Equity Through Differentiated, Inclusive Practices:** All students, regardless of background, will experience academic challenge and support through culturally responsive and inclusive teaching.
4. **Stabilize Enrollment from Chartered Regions to Ensure Fiscal Stability and Compliance:** MCCPS will sustain full enrollment annually from its chartered sending districts—**Marblehead, Swampscott, and Nahant**—to support fiscal stability, staffing continuity, and compliance with charter regulations through targeted recruitment, retention, and community engagement.

Strategic Priorities & Key Initiatives

Priority 1: Build a Culture of Distributed Instructional Leadership

Initiatives:

- **Establish and Sustain the Instructional Leadership Team (ILT)**
ILT is composed of teacher leaders and administrators who meet regularly to analyze data, co-develop curriculum, and support teaching teams.
 - **Launch an Instructional Coaching Model**
Directors of Humanities, Math, and Science will provide instructional coaching, including job-embedded PD, lesson modeling, and support for data-informed instruction.
 - **Implement Collaborative Planning and Data Cycles**
Grade-level and department teams engage in biweekly data cycles to plan, reflect, and adjust instruction.
-

Priority 2: Elevate Student Agency Through Authentic Demonstration of Learning

Initiatives:

- **Institutionalize Student-Led Conferences (SLCs)**
Develop a structured model and calendar for all students to lead goal setting, academic and SEL-focused conferences with families twice per year.
 - **Develop and Maintain Student Portfolios**
Establish school-wide portfolio expectations and digital tools to help students curate and reflect on key learning artifacts.
 - **Design and Deliver Triannual Exhibitions Student of Learning**
Create interdisciplinary projects with rubrics and reflection tools that culminate in public presentations to authentic audiences.
-

Priority 3: Ensure Equitable and Inclusive Learning Experiences

Initiatives:

- **Adopt Universal Design for Learning (UDL) Principles**
Train staff to plan with UDL, ensuring access points for all learners and increased student choice.
- **Enhance Data Systems for Equity Analysis**
Use disaggregated data to monitor gaps in achievement, engagement, and opportunity; ILT and Directors use insights to guide planning.

- **Implement Tiered Systems of Academic and SEL Support**
Strengthen MTSS structures for early identification, targeted interventions, and ongoing progress monitoring.
-

Priority 4: Build and Sustain Full Enrollment from MCCPS' Chartered Regions

Initiatives:

- **Strengthen Community Engagement and Outreach in Sending Districts**
Host quarterly family information sessions in **Marblehead, Swampscott, and Nahant**. Develop partnerships with local community organizations and municipal leaders. Launch an MCCPS Ambassador Program of staff, students, and families from each town.
- **Enhance Marketing and Branding with Regional Focus**
Redesign the website and visual identity; produce school videos, brochures, and digital content tailored to families in the sending districts. Launch targeted campaigns to highlight unique MCCPS programs.
- **Develop a Year-Round Recruitment and Retention Plan**
Create and manage an annual calendar of enrollment events across sending districts. Track application trends and yields by district. Use retention data to inform family support and communication strategies.
- **Improve the Experience and Satisfaction of Sending District Families**
Offer family onboarding with special focus on new families from sending districts. Conduct district-specific listening sessions and implement an annual family satisfaction survey. Act on feedback to improve experiences.
- **Ensure Enrollment Compliance and Financial Health**
Monitor sending district representation and charter requirements yearly. Maintain full enrollment to meet per-pupil funding targets. Align staffing and budgeting processes with enrollment projections.

Priority 5: Retain and Support Qualified, Committed Educators

Initiatives:

- **Develop and Sustain a Comprehensive Teacher Retention Strategy**
Analyze retention data annually to identify trends and root causes of teacher attrition. Use findings to develop responsive action plans aligned with staff feedback and best practices in teacher support.
- **Implement Competitive Compensation and Benefits Review**
Benchmark salaries and benefits against comparable districts and charter schools to ensure MCCPS remains a competitive employer. Advocate for sustainable compensation structures aligned with budget priorities and staff needs.

- **Expand Professional Learning and Career Pathways**
Provide differentiated, relevant training and support aligned to teacher development and school priorities. Identify opportunities for leadership pathways, such as mentorship roles, lead teacher positions, and expanded participation in school-wide initiatives.
- **Enhance Staff Culture, Recognition, and Wellness Supports**
Create structured systems to recognize teacher contributions and celebrate milestones. Offer wellness resources, collaboration time, and meaningful input in decision-making to promote satisfaction, connection, and belonging.

Measurement Plan

Year	Priority #1: Student Outcomes	Priority #2: Student Ownership	Priority #3: Equity & Inclusion	Priority #4: Enrollment & Fiscal Stability/Compliance	Priority #5: Teacher Retention & Support
Y1	100% ILT and Directors trained; 60% of teachers engaged in coaching cycles	100% students lead one SLC	Begin UDL training; equity data baseline collected	Reached 95% of max enrollment; sending district data baseline established; Ambassador Program launched	Baseline staff retention rate collected; staff satisfaction survey administered; teacher recognition and wellness programs launched
Y2	75% of teachers in coaching; 10% increase in student proficiency	100% of students lead one SLC; 90% of students meet portfolio entry targets	50% staff using UDL; MTSS tiers implemented	Reached 97% of max enrollment; 10% increase in applications from Marblehead, Swampscott, Nahant; family satisfaction $\geq 85\%$	5% increase in retention over baseline; $\geq 80\%$ staff satisfaction; career pathway opportunities identified
Y3	85% of teachers in coaching; 20% increase in student proficiency	All students meet portfolio entry targets and participate in 3 exhibitions	75% staff use UDL; gaps in opportunity/achievement begin to narrow	100% enrollment; 90% retention; 5+ active partnerships in chartered regions	10% increase in teacher retention over baseline; $\geq 85\%$ staff satisfaction; new leadership roles implemented

Y4	90% of teachers in coaching; 30% proficiency increase over baseline	90% student participation in Fall goal setting conference and 100% student participation spring SLC, as well as 3 Exhibitions	Equity data used to adapt supports; improved SEL access	Full enrollment sustained; family satisfaction $\geq 90\%$; charter compliance reviewed quarterly	Retention maintained or improved; staff feedback used to enhance PD and wellness; competitive compensation analysis completed
Y5	Coaching embedded in all grades; proficiency meets or exceeds state targets	Portfolios/Goal Setting Conference and SLC institutionalized; strong metacognitive skills evident	All students access rigorous, inclusive instruction	Enrollment meets or exceeds targets with waitlist; budget aligned with per-pupil funding; compliance documentation up to date	Retention meets target; MCCPS recognized as an employer of choice; teacher leadership system fully integrated

Implementation Plan

Role	Responsibilities	Timeline
Head of School	Oversees school vision • Leads strategic communication • Approves resource allocations • Spearheads recruitment • Oversees compliance • Leads family engagement and satisfaction initiatives • Leads annual teacher retention review	Ongoing
Assistant Head of School	Coordinates MTSS implementation • Supports behavior and discipline systems • Leads the Student Support Team (SST) process using PBIS and Restorative Justice practices • Completes all statewide data reporting • Chairs Academic Excellence Committee • Oversees MCAS administration • Supports implementation of wellness and recognition programs	Ongoing
Director of Academic Programs	Leads Instructional Leadership Team (ILT) • Manages data cycles and instructional coaching • Oversees curriculum alignment and teacher evaluation • Coordinates career development pathways for educators	Y1–Y5
Directors of Humanities, Math, and Science	Provide instructional coaching • Lead portfolio and exhibition work • Support interdisciplinary unit development • Serve as mentors to new or developing teachers	Y1–Y5
Classroom Teachers	Implement instructional strategies • Participate in coaching and collaborative planning • Guide Student-Led Conferences (SLCs) • Provide input through annual surveys and feedback loops	Ongoing
Director of Community Engagement and Enrollment	Oversee enrollment systems and application data • Track and analyze district-specific trends • Manage recruitment calendar and coordinate events • Recruit, train, and support school ambassadors • Plan and execute family engagement events • Lead regional outreach and branding (Marblehead, Swampscott, Nahant) • Support new family onboarding and community integration	Y1–Y5
Business Manager / Head of School	Monitor fiscal health • Align budget with enrollment • Manage charter compliance reporting • Conduct annual compensation benchmarking	Y1–Y5
Director of Technology	Support digital portfolio tools • Maintain marketing platforms • Support data systems for teacher engagement and retention analysis	Y1–Y5

Wellness Team	Lead SEL portfolio components • Support tiered interventions • Coordinate with administration to offer wellness, stress management, and morale-boosting initiatives	Y2–Y5
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Coversheet

Annual Report

Section:	II. Reports and Deliverables
Item:	D. Annual Report
Purpose:	Vote
Submitted by:	
Related Material:	2024-2025 Annual Report .pdf



MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Annual Report

2024-2025

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:

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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	Chartered Grade Span	4-8
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 30th 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 2024-2025 school year began as the first full year of Ms. Brant's official tenure as Head of School. Through her dedication and leadership, several positive changes and additions awaited the students as they transitioned to a more streamlined and uniform school day with a strong focus on learning time. Through the implementation of initiatives like the Learning Acceleration Network ("LAN") and other educational outreach opportunities, the school has demonstrated consistent actions to improve student learning outcomes at all levels. Ms. Brant also utilized a new communication system called ParentSquare that enables better dialogue and information exchange between the school administration, teachers, and student families.

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 continue to 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.

As we enter the 2025-2026 school year, the MCCPS community is filled with excitement as our enrollment numbers are at maximum capacity, student retention is high, and academic achievements have been measured at all grade levels. Additionally, our faculty retention and satisfaction levels continue to be high. 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 Marblehead Community Charter Public School (MCCPS) concludes its 29th year and prepares to celebrate its 30th anniversary, we do so with a renewed sense of purpose, instructional clarity, and academic momentum. The 2024–25 school year marked a turning point in our journey—where years of thoughtful planning, responsive leadership, and innovation began translating into measurable growth for students across all grades and subgroups.

Academic performance this year reflected these gains. While overall proficiency in ELA, Math, and Science remains an area for continued growth, MCCPS students demonstrated consistently strong student growth percentiles (SGPs), particularly in Grade 6 ELA (SGP 68), Grade 7 Math (SGP 74), and among key subgroups like Students with Disabilities and Former English Learners. This progress is the direct result of sustained instructional improvements, strategic resource allocation, and the dedication of our talented faculty.

Central to our academic gains was the successful implementation of the PALS (Personalized Accelerated Learning Support) block, which provided targeted, data-driven instruction tailored to individual student needs. In tandem, the expansion of extended learning blocks in ELA and Math allowed teachers to dig deeper into core content while ensuring ample time for differentiation and enrichment.

Our partnership with The New Teacher Project (TNTP) and Learning Acceleration Network (LAN) helped center our professional development around a clear instructional priority: strengthening lesson design and internalization with an emphasis on language demands and grade-level rigor. Teachers engaged in regular lesson internalization, instructional walkthroughs, and feedback cycles that elevated both planning and delivery. These structures helped shift our instructional culture to one where analysis of student work and data meaningfully informs day-to-day practice.

Our curricular alignment efforts also advanced this year. We continued full implementation of Illustrative Math in grades 4–5, rolled out Desmos Math in grades 6–8, and piloted i-Ready Math in grades 4–8, ultimately deciding to adopt i-Ready Math schoolwide for 2025–26 based on strong student and teacher feedback and alignment with our growth-focused approach. In ELA, our adoption of Wonders in Grades 4–5 and participation in the Investigating History curriculum in Grades 5–7 helped support interdisciplinary, inquiry-based instruction rooted in primary sources and complex texts.

Student-centered learning remained a defining feature of the MCCPS experience. Our three public Exhibitions of Student Learning, student-led conferences, and digital portfolios gave every learner an opportunity to reflect on and present their growth. These moments were deeply rooted in our project-based approach, which continues to integrate academic content with real-world application, higher-order thinking, and authentic assessment. Projects such as the Tiny House Design Challenge, Green City, and the 3D Biography Museum exemplified our belief that students learn best when their work is meaningful, interdisciplinary, and connected to the world around them.

Our newly created Student Seminar course provided a dedicated space for portfolio development, executive functioning, and digital literacy, ensuring students had the tools to track

their progress and advocate for their learning. This course has become a vital part of our whole-child approach and aligns closely with our mission to foster capable, self-determining learners.

The end-of-year i-Ready diagnostic results further validated our movement in the right direction: 60% of students were on or above grade level in Math and 64% in Reading by year's end, with Students with Disabilities and Former English Learners showing strong growth in both subjects. While Multilingual Learners continue to face significant challenges—particularly in reading—we are developing a multi-year action plan focused on enhanced ESL services, targeted instructional scaffolds, and teacher training in language-acquisition pedagogy.

Staff satisfaction remains high, as reflected in our latest climate survey, with teachers expressing strong confidence in leadership, curriculum direction, and their own professional growth. Teachers continue to serve in key leadership roles—as department heads, committee chairs, members of the Board of Trustees, and on the Leadership Team as Assistant Head of School and Directors of Curriculum, Teaching, and Learning. This model of teacher leadership and distributed decision-making continues to be a cornerstone of our school's design.

As we prepare to enter our 30th anniversary year in 2025–26, MCCPS stands poised to build upon the progress made this year. We are proud of our momentum, grounded in a commitment to continuous improvement, and energized by the promise of what lies ahead for our students and our community.

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

MCCPS continues to fully embrace the belief that all students can evolve, learn, and excel, and we remain steadfast in our mission to nurture the whole child—academically, socially, emotionally, and artistically. Our small class sizes and low student-teacher ratio allow for individualized attention, targeted supports, and strong relationships, ensuring that each student has the opportunity to achieve their highest potential.

This year, MCCPS implemented or expanded several initiatives to deepen alignment with our mission:

- Community Service Learning (CSL): Eighth-grade students designed and implemented CSL projects that addressed real-world community needs, fostering a sense of civic responsibility, problem-solving, and authentic engagement with the community.
- PALS (Personalized Accelerated Learning Support): We launched a 30-minute, three-times-per-week intervention and enrichment block that offers both remediation and acceleration in math through small group instruction, supporting students' intellectual growth.
- Student Seminar Course: A new class focused on portfolio development, executive functioning, and digital literacy helped students reflect on their learning, set goals, and take ownership of their growth.
- Extended Learning Blocks: We restructured the schedule to increase instructional time in Math and ELA, ensuring students can dive deeper into content and strengthen foundational skills.

- **Aligned, State-Approved Curriculums:** Adoption of Desmos Math (Grades 6–8), Wonders ELA (Grades 4–5), and Investigating History (Grades 5–7) supports inquiry-based, standards-aligned, and high-quality instruction.
- **Community Connection & Enrichment:** Daily enrichment classes provide students with opportunities for sports, arts, clubs, and service-based activities, including initiatives like the Kindness Club, which leads outreach efforts in the Marblehead community.
- **Social Emotional Learning:** Daily community meetings and weekly SEL blocks using CASEL (the Collaborative for Academic, Social & Emotional Learning) certified curriculum *Character Strong* to nurture emotional intelligence, resilience, and a sense of belonging.
- **Educator Preparation Partnerships:** Partnerships with local colleges and universities have expanded opportunities for pre-service teachers to learn from and collaborate with MCCPS educators, supporting both our school and the teaching profession.
- **Instructional Priority & Teacher Development:** In partnership with TNTP and LAN, we focused on a schoolwide Instructional Priority centered on improving lesson planning, delivery, and scaffolding to meet the needs of all learners. This included increased classroom walkthroughs, coaching cycles, and collaborative planning sessions.

These initiatives—along with our continued commitment to teacher collaboration, data-driven instruction, and authentic learning experiences—demonstrate our ongoing dedication to developing capable, self-determining learners who actively contribute to their communities.

Key Design Elements

MCCPS remains deeply committed to the key design elements outlined in our Accountability Plan: Teacher Leadership, Project-Based Learning (PBL), and a Student-Centered Learning Environment. Each element is implemented with fidelity and continuously refined to meet the needs of our students and community.

1. Teacher Leadership

MCCPS continues to prioritize teacher leadership as a cornerstone of our mission. Teachers are not only responsible for delivering high-quality instruction but also play a central role in shaping the direction of the school.

- **Leadership Roles:** Teachers serve as active members of the Board of Trustees, on key Board committees (such as Personnel, Governance and Academic Excellence), and as department chairs.
- **Leadership Team:** The Directors of Curriculum, Teaching, and Learning for Math & Science and Humanities are both full-time teachers who provide instructional leadership while remaining closely connected to classroom practice. Additionally, the Assistant Head of School teaches part-time, ensuring administrative leadership is directly informed by student and classroom needs.
- **Professional Autonomy:** While we have adopted state-approved curricula (e.g., Illustrative Math, Desmos Math, Wonders ELA, Investigating History), teachers retain autonomy over how to integrate PBL and standards-based instruction in ways that are creative, authentic, and student-centered.
- **Professional Development:** Weekly professional development time and grade-level collaboration support teachers in refining lessons, analyzing student data, and designing meaningful interdisciplinary projects.

- **Mentorship & Teacher Preparation:** MCCPS educators mentor pre-service educators through partnerships with local colleges and universities, expanding our pipeline of highly qualified, innovative teachers.
- **Instructional Priority:** Through our partnership with TNTP and LAN, the Leadership Team has focused on strengthening teacher instructional practices, especially around lesson planning, scaffolding, and equitable access to rigorous content. Coaching cycles, targeted walkthroughs, and collaborative planning have supported teacher growth and alignment to schoolwide priorities.

2. Project-Based Learning (PBL)

Project-Based Learning is at the heart of the MCCPS experience, driving authentic, hands-on learning that integrates academic content with critical thinking, creativity, and problem-solving. This year, students engaged in integrated, real-world projects that connected multiple subject areas and emphasized authentic outcomes. Examples include:

- **The Insulated Cup Project (Math & Science):** Students explored heat transfer and measurement through designing insulated cups, applying both scientific principles and mathematical calculations.
- **The Magazine Project (All Subjects):** This cross-disciplinary project integrated writing, design, and data analysis as students created fully developed magazines, incorporating feedback cycles and peer collaboration.
- **Bridge Project (Math & Engineering):** Students studied structural engineering, built scale models, and applied measurement and geometry to test their designs.
- **Tiny House Project (Math, Global Studies, & Writing):** Students designed tiny houses to address homelessness in Massachusetts, calculated building costs and energy needs, and wrote persuasive newspaper proposals.
- **Natural Disaster Broadcast (Science):** Students synthesized historical data and created news-style broadcasts on natural disasters, developing both research and media production skills.
- **Voices from the Past: 3D Biography Museum (ELA & Social Studies):** Students researched post-Revolutionary historical figures, wrote narrative nonfiction, and built 3D museum exhibits, presenting them as curators to peers and families.
- **Green City Project (Math & Science):** Students applied sustainability concepts to design eco-friendly city models, using precise measurements and calculations to meet lot size requirements.
- **Creative Arts Integration:** Projects like animal portraits (4th-grade science and art) and planet music compositions (science and music) emphasized interdisciplinary connections.
- **Civic Engagement & CSL:** Students designed Community Service Learning (CSL) projects, setting benchmarks, deadlines, and measurable goals while exploring social issues like environmental stewardship and housing insecurity.

Our commitment to PBL was also evident in public exhibitions of student learning (November, March, June), where students presented their learning to families, peers, and community members. Guest speakers and field experiences—such as Representative Jenny Armini speaking on unhoused populations in our local communities, Salem Sound Coastwatch, the Rozalia Project, and performances at the Jewish Community Center and visit to the House of Blues—further connected classroom learning to the real world.

3. Student-Centered Learning Environment

MCCPS fosters a learning culture where students are active participants and decision-makers in their educational journey.

- **Voice and Choice:** Students choose project topics, explore areas of interest, and make key decisions during project planning and execution.
- **Ownership of Learning:** Portfolios and Student-Led Conferences (SLCs) are integral to this process. Students curate evidence of learning, reflect on progress, and set academic and personal goals.
- **Essential Habits:** Students track progress toward Essential Habits such as perseverance, problem-solving, leadership, initiative, and integrity, which are explicitly taught and celebrated.
- **Academic Goal Setting:** Students engage in trimester goal-setting and reflection cycles for both academic standards and personal growth, often supported during Student Seminar.
- **Exhibitions of Learning:** These public showcases provide authentic opportunities for students to share their work and growth with parents, caregivers, and community members.
- **Integrated SEL & Community:** Daily community meetings and weekly SEL blocks create a sense of belonging, while clubs and enrichment opportunities (e.g., Kindness Club, sports, arts) encourage connection and student-led initiatives.

Criterion 2: Access and Equity

Enrollment by Race/Ethnicity (2024-25)

Selected Populations (2024-25)

2023-24 Student Discipline Data Report

Criterion 4: Dissemination

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Student-Led Conferences (SLCs) and Digital Portfolios	Presentation at the MassCUE4All Conference and NELMS (New England League of Middle Schools), highlighting how SLCs and digital portfolios empower students to reflect, set goals, and showcase learning.	Director of Curriculum, Teaching & Learning (Humanities) and Director of Curriculum, Teaching & Learning (Math/Science)	Educators from public schools across Massachusetts	Participants gained strategies to integrate student-led reflection and digital portfolios into their own districts; presentation materials were shared as templates for adaptation.
Project-Based Learning (PBL) & Community Service Learning (CSL)	Massachusetts Civics Project Showcase, where MCCPS students shared CSL projects addressing local community needs.	Grade 8 Civics Teacher, Grade 8 Students	Civics educators, state officials, and local community advisors	Students' CSL projects inspired new community-based learning initiatives at other schools; MCCPS students received feedback and partnerships for future civic work.
PBL in Charter Schools (Alumni Perspective)	Interview with the Massachusetts Charter Public School Association (MCPSA) about MCCPS alumni and teacher experiences with PBL.	MCCPS Teacher & Alumnus	MCPSA network, educators, policymakers	The interview was published by MCPSA and shared across its network, promoting PBL as a model for student engagement and skill development.

Music Education & Innovation	Submission of MCCPS Music Program highlights, student testimonials, and YouTube teaching clips to the Grammy Music Educator Award Program.	Music Teacher	Grammy Foundation, music educators nationwide	Increased recognition of MCCPS's music program.
Food and Nutrition Education	Publication of an article titled <i>"Charter students learn about science, nutrition while growing own lunches"</i> in local media outlets.	Science Teacher, Food Services Director	Local Marblehead news and community members	Article showcased MCCPS's integration of science and nutrition.
Community Service Learning (CSL) Projects	Social media collaboration with The Marblehead Current, which featured MCCPS 8th-grade CSL presentations and community solutions.	Grade 8 Teaching Team, Students	Local community members and organizations	Community partnerships strengthened; CSL projects gained local recognition and support.
Public Exhibitions of Learning	Three public exhibitions of student work at MCCPS, highlighting interdisciplinary PBL and authentic assessments.	All Faculty & Administrators	Community members, parents/caregivers, educators, alumni	Exhibitions showcased high-quality PBL; local educators expressed interest in replicating exhibition-style assessments in their schools.
Teacher Preparation Partnerships	Continued partnership with Endicott College and Salem State University for pre-	School Administration, Classroom Teachers	Endicott College and Salem State University pre-practicum students and faculty	Enhanced teacher preparation experiences and ongoing collaboration between

	practicum teacher placements.			MCCPS and local educator preparation programs.
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Academic Program Success

Criterion 5: Student Performance

MCCPS 2024 School Report Card

Marblehead Community Charter Public School (MCCPS) participated in the 2024 administration of the Massachusetts Comprehensive Assessment System (MCAS) across grades 4–8 in English Language Arts (ELA), Mathematics, and Science & Technology/Engineering. The following analysis highlights areas of growth and continued need as reflected in the school's performance and student growth percentile (SGP) data.

English Language Arts (ELA)

Across grades 4–8, 42% of students met or exceeded expectations in ELA, closely aligned with the state average of 39%.

- In Grade 6, MCCPS saw 57% of students meeting or exceeding expectations, outperforming the state average (40%) by 17 percentage points. This grade also had an SGP of 68, suggesting strong academic growth for this cohort.
- Grade 8 ELA also showed strong performance, with 46% meeting or exceeding expectations and an SGP of 57, reflecting above-average growth.
- Subgroup analysis shows Students with Disabilities (SWD) had a 53 SGP, exceeding state averages and indicating notable year-over-year progress, with 23% of SWD meeting or exceeding expectations compared to the state's 11% meeting or exceeding.

Mathematics

MCCPS performance in math remained below the state average in overall proficiency but showed pockets of strong growth:

- Across grades 4–8, 33% of students met or exceeded expectations compared to 41% statewide.
- Notably, Grade 6 Math had an SGP of 55, with 39% of students meeting or exceeding expectations—roughly on par with the state (40%).
- Grade 7 Math students demonstrated significant progress, with an SGP of 74, one of the highest in the school. Although only 37% met expectations, the high growth rate indicates effective acceleration strategies for this cohort.
- Similar to ELA, SWD students had lower proficiency (12% met or exceeded expectations) but a 47 SGP, indicating growth despite continued proficiency gaps.
- FEL students once again showed better progress than current ELs. While 35% of FEL students met or exceeded expectations, ELs showed just 8% proficiency.

Science and Technology/Engineering

In Science (Grades 5 & 8), 39% of students met or exceeded expectations, closely mirroring the statewide average of 42%.

- Performance among White students was strongest, with 49% meeting or exceeding expectations, compared to 18% of SWD and 0% of EL students.

- No SGP data is provided for science, but scaled scores suggest similar patterns of underperformance among high-needs subgroups.

Summary and Reflection

The 2024 MCAS results at MCCPS reflect a combination of academic growth and persistent challenges in overall proficiency, particularly among high-needs subgroups. Across grade levels, students demonstrated encouraging signs of progress, especially in English Language Arts (ELA) and Mathematics, where growth percentiles exceeded the state median in several grades and student groups.

Strengths:

MCCPS saw strong academic growth in multiple grade levels and content areas. Grade 6 ELA achieved an SGP of 68, with 57% of students meeting or exceeding expectations—17 points above the state average. Grade 7 Math posted an SGP of 74, indicating highly effective acceleration and instructional strategies, even as proficiency levels remain a work in progress. Students with Disabilities showed positive growth in both ELA (SGP 53) and Math (SGP 47), reflecting strong momentum.

Areas for Growth:

Despite promising growth trends, achievement gaps remain across subgroups. English Learners had extremely low proficiency, with 8% meeting or exceeding expectations in ELA and Math, and 0% in Science, despite modest growth (SGP 51 in ELA, 50 in Math). Students with Disabilities and Low-Income students continue to perform below grade-level expectations, particularly in Science, where only 18% of SWD and 0% of EL and former EL students met or exceeded expectations. Overall Math proficiency also remains a concern, with just 33% of students reaching grade-level benchmarks compared to 41% statewide.

Actions for Improvement:

To address these challenges, MCCPS has implemented a multi-tiered plan that includes:

- **Personalized Accelerated Learning Support (PALS):** A dedicated small-group intervention and enrichment block, held three times per week, that targets specific skill gaps in math.
- **Curriculum alignment and rigor:** Adoption of high-quality instructional materials, including Illustrative Math (Grades 4–5), Desmos (Grades 6–8 and Algebra I), and Amplify Science for science, ensures vertical alignment and access to grade-level content.
- **Support for multilingual learners:** A licensed ESL teacher now leads explicit language development efforts, alongside increased use of scaffolds like vocabulary banks, sentence stems, and modified texts across content areas.
- **Professional development and coaching:** Ongoing support through LAN and TNTP focuses on lesson internalization, language demands, scaffolding, and building instructional strategies aligned to the needs of multilingual learners and students with disabilities.
- **Writing across the curriculum:** A cross-departmental focus on strengthening analytical writing and evidence-based responses aims to improve student performance in both ELA and content-rich subjects like science and social studies.

MCCPS is committed to continuous improvement and closing equity gaps through data-informed instruction, curriculum coherence, and expanded supports for its highest-need learners. These efforts aim to ensure that every student makes meaningful progress in both achievement and growth.

1. Assessment Tools Used: iReady Diagnostic

MCCPS uses the i-Ready Diagnostic as its primary non-statewide assessment tool for measuring student performance and academic growth in ELA and Mathematics. i-Ready is a nationally normed, adaptive diagnostic administered three times annually (fall, winter, spring). It aligns with Massachusetts curriculum frameworks and supports tiered instruction by providing insight into individual student proficiency levels and growth over time.

i-Ready evaluates both:

- **Typical Growth:** The amount of progress expected for a student over the course of one academic year.
- **Stretch Growth:** An ambitious, research-based goal designed to accelerate learning and close achievement gaps within 2–3 years.

While MCCPS does not use a non-statewide assessment tool for science and technology/engineering, ELA and Math data are robust and central to the school's academic monitoring and instructional planning.

2. Summary of Performance

a. Outcomes and Trends

Mathematics:

- At the end of SY25, 60% of all students at MCCPS were on or above grade level in mathematics.
 - 48% of Students with Disabilities (SWD) reached this benchmark.
 - 28% of Multilingual Learners (MLL) were on or above grade level.
 - 49% of Former English Learners (FEL) reached this benchmark.
- Overall, this represents a:
 - 26% increase in students on/above grade level
 - 27% decrease in students below grade level
 - 21% decrease in students far below grade level

Reading:

- At the end of SY25, 64% of all students were on or above grade level in reading.
 - 50% of SWD and 54% of FEL were on/above grade level.
 - Only 14% of MLL students reached grade-level benchmarks.

These figures demonstrate that while the majority of MCCPS students are achieving at or above grade level, there remains a substantial cohort—particularly within the MLL subgroup—performing below expectations and in need of targeted intervention.

b. Growth Trends

In both reading and math, MCCPS tracked student progress using Typical Growth and Stretch Growth metrics.

Mathematics:

- Over half of all students, including SWD and FEL, met or exceeded their Typical Growth goals, demonstrating one full year's worth of academic progress.
- 28% of SWD met or exceeded their Stretch Growth goals—evidence that targeted supports are helping close the achievement gap.
- 39% increase in students meeting or exceeding stretch growth from fall to spring.
- While MLL students showed a 300% increase in on/above grade level proficiency, MLLs did not show significant progress toward stretch growth, highlighting the need for instructional shifts specific to MLL support.
- About 25% of students across all subgroups made less than 19% progress toward their growth goals, with many showing no measurable growth.

Reading:

- Over half of all SWD, as well as MCCPS students as a whole, met or exceeded their Typical Growth goals.
- 27% of SWD met or exceeded Stretch Growth goals.
- However, only a small portion of MLL students showed growth, with approximately 50% making less than 19% progress toward their goals and a notable group showing no growth.

c. Disaggregated Results

Analysis of disaggregated data reveals the following:

- SWD and FEL students are performing comparably, with nearly half of each subgroup on or above grade level in both reading and math.
- MLL students are underperforming relative to all other groups, particularly in reading, where only 14% reached grade-level benchmarks and half showed minimal or no growth.
- A small cohort of students—often overlapping between math and reading—demonstrated limited growth in both subjects, suggesting the need for holistic, individualized intervention planning.

These patterns informed the school's strategic priorities, including expanded small-group instruction, diagnostic-driven intervention blocks, and a renewed focus on MLL pedagogy and support structures.

d. Comparison to Other Schools / Statewide Data

While i-Ready is a nationally normed assessment and direct comparisons to Massachusetts MCAS or other statewide results are not always possible, internal analysis shows:

- Students with multiple years of enrollment at MCCPS consistently outperform national expectations for growth.
- The school's instructional shifts in SY25—including use of Personalized Academic Learning (PALs), structured intervention time, and data-informed small group instruction—correlate with higher levels of growth and proficiency compared to previous years.

- However, the lack of progress among MLL students relative to national norms and MCCPS peers remains an area of concern and a target for improvement in SY26.

MCAS 2024 Presentation

2024/2025 iReady Data Presentation

Criterion 6: Program Delivery

During the 2024–25 school year, MCCPS continued to deliver a rigorous, standards-aligned academic program while enhancing curriculum, instruction, and assessment practices to better meet the needs of all students. Our academic program spanning Grades 4–8 remains firmly aligned with the Massachusetts Curriculum Frameworks, with intentional improvements made in core subjects to ensure high-quality teaching and learning.

Curriculum & Instruction

This year, MCCPS adopted the Desmos Math Curriculum in Grades 6–8, including Algebra I. The program's highly visual, interactive approach to problem-solving has fostered deeper conceptual understanding and engagement for all learners. In Grades 4–8, math educators strengthened lesson preparation and delivery by implementing TNTP's *3 Reads Lesson Preparation Protocol*, allowing teachers to better scaffold complex math tasks and focus on the language demands of word problems.

Humanities teachers in Grades 4 and 5 continued implementing *Wonders*, while Grades 5–7 utilized the state-designed *Investigating History* curriculum to support the integration of inquiry-based learning, primary source analysis, and global studies themes. To deepen student engagement and critical thinking, teachers across content areas intentionally integrated Project-Based Learning (PBL) units that connect these core curricula to authentic, real-world applications. This approach allowed students to apply math, literacy, and historical inquiry skills in meaningful interdisciplinary projects that promote collaboration, problem-solving, and student voice.

At the end of the year, all math teachers in Grades 4–8 piloted the *iReady Math* curriculum. After gathering feedback through student and teacher surveys, the math department unanimously decided to transition fully to iReady Math in 2025–26 to ensure consistent, data-driven instruction across grade levels.

Targeted Support & PALS Intervention Block

We transitioned from the "Learning Acceleration Block" to a Personalized Accelerated Learning Support (PALS), a data-driven small group math intervention block offered for 30 minutes, three times per week. PALS supports both remediation and acceleration by targeting students' specific needs using diagnostic and formative assessment data from iReady, MCAS, and classroom-based tasks.

Instructional Improvement & Professional Development

To maintain high instructional quality, we increased classroom observations and walkthroughs across all grade levels with coaching and feedback from our LAN Coach. Math teachers, with plans for all teachers in the 25-26 School Year, received targeted support and actionable feedback focused on improving engagement, rigor, and differentiation. Departmental and grade-

level planning teams met weekly to analyze data, align curriculum pacing, and design interventions for students requiring additional support.

Assessment & Data-Driven Practices

MCCPS continued to utilize iReady diagnostics (three times annually), MCAS results, formative assessments, and performance-based projects to monitor student growth and refine instruction. Our use of data was closely tied to equity-focused *SMARTIE goals*, ensuring all students—including multilingual learners and students with learning differences—received the scaffolds needed to meet grade-level standards.

School Culture and Student Experience

Our commitment to the whole child remained central to program delivery. Daily Community Meetings and SEL programming through Character Strong supported students' social-emotional growth. Teachers continued to integrate culturally responsive materials across subjects, ensuring that students saw their identities reflected in their learning while also engaging with diverse perspectives.

Conclusion

The 2024–25 school year was marked by strategic curriculum enhancements, targeted math interventions through PALS, and a strong focus on improving lesson delivery through more dedicated and focused implementation of curricula such as Desmos, Investigating History, and TNTP's 3 Reads protocol. By expanding instructional coaching and feedback cycles, piloting new curriculum resources, and using data to drive decision-making, MCCPS strengthened its ability to deliver a high-quality academic program that meets the needs of all learners. These efforts have positioned the school for a successful transition into the 2025–26 school year with a unified iReady Math curriculum and continued emphasis on personalized, rigorous instruction.

Organizational Viability

Criterion 10: Finance

Marblehead Community Charter Public School	
Balance Sheet	
As of June 30, 2025	
	Total
ASSETS	
Current Assets	
Bank Accounts	\$ 1,083,168.28
Total Bank Accounts	\$ 1,083,168.28
Other Current Assets	
1310 Prepaid Expense	0.00
Total Other Current Assets	\$ 0.00
Total Current Assets	\$ 1,083,168.28
Fixed Assets	
1530 Building Improvements	513,617.41

1531 Fixed Assets	66,648.00
1532 17 Lime Street	4,250,000.00
1599 Accumulated Depreciation	-1,193,840.50
Total Fixed Assets	\$ 3,636,424.91
TOTAL ASSETS	\$ 4,719,593.19
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable	12,624.32
Total Accounts Payable	\$ 12,624.32
Other Current Liabilities	
2110 Accrued Payroll	99,987.08
2110-25 Payroll Liabilities	4,936.44
2110-30 403B	107.48
2160-25 MTRB Liability	323.12
2190-25 Payroll Clearing Account	493.09
2230 Accrued Expenses	39,897.77
Total Other Current Liabilities	\$ 145,744.98
Total Current Liabilities	\$ 158,369.30
Long-Term Liabilities	
2613 Rockland Trust	3,189,417.19
Total Long-Term Liabilities	\$ 3,189,417.19
Total Liabilities	\$ 3,347,786.49
Equity	
3900 Retained Earnings	1,098,021.35
Net Income	274,643.35
Total Equity	\$ 1,372,664.70
TOTAL LIABILITIES AND EQUITY	\$ 4,720,451.19

Profit and Loss	
July 2024 - June 2025	
	Total
Income	
4005 STATE ALLOCATION	3,754,661.00
4010 FEDERAL & STATE GRANTS	55,621.81
4020 SCHOOL LUNCH	121,083.76
4025 MCCPS FOOD PANTRY	884.00
4030 STUDENT ACTIVITIES	53,107.62
4040 INVESTMENT INCOME	7,148.73
4050 OTHER INCOME	48,028.97
4070 PRIVATE GRANTS	11,851.14

4080 REIMBURSEMENTS	3,781.64
4090 FUNDRAISING	32,764.07
Total Income	\$ 4,088,932.74
Gross Profit	\$ 4,088,932.74
Expenses	
5000 PERSONNEL	2,659,841.08
5140 BENEFITS	260,200.33
5150 STAFF DEVELOPMENT	26,379.45
5160 SEARCH COSTS	2,411.48
5200 DIRECT STUDENT SUPPORT	125,657.76
5261 STUDENT ACTIVITY	59,426.30
5270 SCHOOL LUNCH EXP	85,027.30
5300 OCCUPANCY	180,634.90
5400 OFFICE & ADMIN	278,001.79
6100 DEPRECIATION	136,709.00
Total Expenses	\$ 3,814,289.39
Net Operating Income	\$ 274,643.35
Net Income	\$ 274,643.35

FY26 Approved Operating Budget**Projected PPE****at 5/12/25****Income**

4005 STATE ALLOCATION	\$4,648,530
4040 INVESTMENT INCOME	\$7,200
4050 OTHER INCOME	\$3,000
4051 17 Lime Rent	\$32,000
4054 MISC INCOME	\$1,500
4055 STUDENT SUCCESS FUND	\$1,000
4060 CONTRIBUTIONS	\$7,500
4080 REIMBURSEMENTS	\$10,000
4090 FUNDRAISING	\$50,000
Total Income	\$4,760,730

Gross Profit**Expenses**

5000 PERSONNEL - SALARIES	\$2,808,582
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Total Payroll Taxes	\$165,000
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Total 5000 PERSONNEL	\$2,973,582
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5140 BENEFITS

5141 Health	\$359,411
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5142 Dental	\$26,120
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5143 Life & Disability	\$12,000
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5144 Vision	
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Total 5140 BENEFITS	\$397,531
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5150 STAFF DEVELOPMENT	\$19,000
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5160 SEARCH COSTS	\$2,300
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5200 DIRECT STUDENT SUPPORT

5202 Furnishings	\$5,000
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5203 Student Success Fund	\$10,000
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5210 Teachers supplies	\$7,500
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5211 Instructional Equipment	\$15,000
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5215 Curriculum supplies	\$20,000
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5220 Student supplies	\$7,500
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5221 SPED supplies	\$1,500
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5222 SPED Services	\$2,500
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5240 Computer Support	\$2,000
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5241 Technology - Hardware	\$15,000
5242 Technology-Software	\$5,000
5250 Nursing supplies	\$2,000
5255 Homework Club	\$5,000
5260 Enrichment	\$5,000
Total 5200 DIRECT STUDENT SUPPORT	\$103,000
5300 OCCUPANCY	
5320 Maintenance	\$75,000
5330 CustSvc	\$45,000
5340 CustSupplies	\$8,500
5351 Utilities	\$105,000
Total 5300 OCCUPANCY	\$233,500
5400 OFFICE & ADMIN	
5405 FundraisingExp	\$2,500
5410 Supplies	\$7,500
5430 Accounting	\$28,000
5431 Legal	\$10,000
5435 Marketing	\$10,000
5440 PayrollSvc	\$6,000
5450 Print & Copy	\$1,200
5460 Postage	\$4,000
5470 General Liability Insurance	\$35,000
5480 Board	\$9,000

5486 HoS Discretionary	\$2,000
5487 Admissions	\$6,500
5492 Mortgage Interest	\$149,647
5497 Bank Chrg	\$1,000
Total 5400 OFFICE & ADMIN	\$272,347
6100 Depreciation	\$95,000
Total Expenses	\$4,096,260
Net Operating Income	\$664,470

Voted and Approved by the MCCPS Board of Trustees on 4/29/2025

<u>FY26 Capital Plan</u>			
Project Description	Current Status	Est. Cost	Financing
New windows in greenhouse	Summer '25	\$20,200	Operating capital
Space needs analysis of warehouse space w/architect incl. plans, schematics, conceptual drawings & estimates	Initial analysis complete, revisions pending	\$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 \$650/sf)	FY28	\$5,525,000	Capital campaign
Renovation of existing classrooms & offices	FY28	\$1,500,000	Capital campaign

Appendix A: Accountability Plan Evidence 2024-25

Faithfulness to Charter

	2024-25 Performance M (Met) NM (Not Met)	Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
<p>Objective: 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> <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>	NM	<p>Although the formal protocols of the "Leerkracht" (Teaching Force) program were not fully implemented during the 2024-25 school year, collaboration among staff remained a strong and consistent practice. Approximately 80% of teachers reported collaborating with colleagues to review lessons, provide feedback on instructional materials, and co-plan learning experiences. Additionally, nearly 50% of teachers engaged in peer observations, continuing the most fundamental elements of the Teaching Force approach.</p> <p>Examples of collaboration include:</p> <ul style="list-style-type: none"> • Grade-level collaboration: Teachers co-designed lessons and planned PALS small group interventions to target student needs, using shared data from iReady and classroom assessments. • Inclusion and EL support: Teachers worked closely with inclusion staff and the EL coordinator to develop scaffolded supports, including visual supports, sentence stems, modified texts, word banks, and targeted push-in/pull-out small group instruction for students with IEPs, 504 plans, and multilingual learners. • Humanities and music integration: Humanities and integrated arts teachers co-developed cross-disciplinary projects, such

		<p>as combined rubrics for magazine projects, music compositions for plays, and collaborative performances linking music, poetry, and literature (e.g., Renaissance music with <i>Romeo and Juliet</i>).</p> <ul style="list-style-type: none"> • Data-driven instructional planning: Teachers and Service Providers collaborated to create grammar lessons based on student pre-assessments, designed engaging activities, and monitored growth with weekly exit tickets. • Mentorship and co-teaching: Veteran teachers mentored new staff, co-created classroom accommodations, and ensured modifications were implemented. • Interdisciplinary planning: Collaboration extended across grades and departments during exhibition projects, including math and science, humanities, and integrated arts. • Tier 1 and classroom management discussions: Teachers consulted with colleagues and administrators on grading practices, classroom management strategies, and Tier 1 interventions during weekly SST meetings. <p>While the Leerkracht framework was not implemented as originally intended, the school continues to emphasize collaborative lesson design, peer support, and interdisciplinary planning as core components of instructional improvement. Moving forward, MCCPS will explore a streamlined approach to structured peer observation and real-time feedback that builds on the existing culture of collaboration.</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>	NM	<p>The original goal of having all faculty members engaged in the Teaching Force program lead a professional development or mentoring activity was not met, as the formal "Teaching Force" protocols were discontinued following staff turnover and the onboarding of the new staff of the integrated arts department. However, professional growth and peer leadership remained a strong focus at MCCPS.</p>

		<p>Several faculty members, particularly those serving on the leadership team, facilitated school-wide professional development sessions on topics such as co-teaching strategies, data-driven lesson design, structuring instructional time, unpacking language demands, Project-Based Learning, and effective small group instruction through PALS. In addition, our ELL Coordinator and other support staff members led targeted PD sessions to build teacher capacity in scaffolding instruction for multilingual learners.</p> <p>Mentorship also continued as an informal but critical practice. Veteran teachers provided mentoring support for new teachers, offering guidance on lesson planning, accommodations, and differentiation strategies. While the formal "Teaching Force" structure was not implemented, the spirit of shared leadership and teacher-driven professional learning persisted. Moving forward, MCCPS plans to build on these efforts by formalizing peer-led PD opportunities as part of the updated professional development calendar.</p>
<p>Objective: MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity.</p> <p>Measure:</p> <p>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/caregivers and community members.</p>	<p style="text-align: center;">M</p>	<p>This goal was met, with 100% of teachers collaboratively designing and implementing project-based learning (PBL) experiences that required students to engage in higher-order thinking skills such as analysis, synthesis, evaluation, and problem-solving. These projects were showcased during exhibitions and other public events, elevating both the process and product of student learning while enhancing the experience for parents/caregivers and the community.</p> <p>Three examples that demonstrate this include:</p> <ol style="list-style-type: none"> 1. Among the Hidden Persuasive Speech Project (ELA/Humanities): Students analyzed character motives and themes, synthesized textual evidence with real-world connections, and evaluated opposing perspectives to create

		<p>persuasive speeches from the point of view of either a government official or a hidden child. This required advanced critical thinking, perspective-taking, and evidence-based argumentation.</p> <p>2. Green City Project (Math/STEM): Students researched sustainability and renewable energy before designing eco-friendly buildings that met specific lot size requirements. They applied precise measurements, calculated area and volume, and evaluated design choices for efficiency and environmental impact, integrating math skills with problem-solving and design thinking.</p> <p>3. Community Service Learning (CSL) Projects (Civics/Social Studies): Students identified authentic community needs, developed action plans, set benchmarks, and implemented solutions independently. This required them to evaluate real-world issues, synthesize research and community feedback, and take ownership of planning and execution—developing both leadership skills and critical thinking.</p> <p>Through these examples, MCCPS successfully elevated the quality of exhibitions by emphasizing rigorous thinking, authentic problem-solving, and student ownership of the learning process.</p>
<p>Measure:</p> <p>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>M</p>	<p>By the end of the 2024–25 school year, at least 80% of students at each grade level achieved proficient or higher on project-based assessments aligned with Massachusetts Curriculum Frameworks and grade-level standards. While MCCPS has moved away from using the Criteria for Excellence framework, teachers have focused on deep alignment with state standards and rigorous performance-based assessments to ensure consistency and high expectations across all subjects. Collaborative planning and project-based learning have continued to challenge students to apply knowledge in authentic, cross-disciplinary ways, supporting both academic proficiency and critical thinking.</p>
<p>Objective: MCCPS will employ a digital portfolio system to document student achievement and growth.</p>		

<p>Measure:</p> <p>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>M</p>	<p>This goal was met, with 100% of students documenting project-based learning assessments and reflections from all core subjects—ELA, Math, Science, Global Studies, World Language, Art, and Music—through their digital portfolios. These portfolios were showcased during student-led conferences, providing students with the opportunity to reflect on their progress, articulate their learning, and share their accomplishments with peers, teachers, and parents/caregivers.</p> <p>This year, MCCPS introduced a new class, Student Seminar, which placed a strong emphasis on building student ownership of learning. In addition to covering topics such as study skills, executive functioning, and digital literacy, Student Seminar provided dedicated time and guidance for students to curate their portfolios and reflect meaningfully on their academic and personal growth. This enhancement strengthened the quality and depth of portfolio entries, ensuring that students engaged not only in project-based learning but also in deliberate reflection and goal-setting.</p>
<p>Measure:</p> <p>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 their findings midway through the year in a student-led conference.</p>	<p>NM</p>	<p>While 100% of students documented their work and participated in student-led conferences, the explicit tracking of progress against the <i>Criteria for Excellence</i> was not implemented this year. MCCPS has moved away from using the Criteria for Excellence framework and shifted toward alignment with Massachusetts Curriculum Frameworks and grade-level standards following leadership transitions.</p> <p>Although students reflected on their learning, identified strengths and areas for growth, and shared progress through digital portfolios and conferences, these reflections were no longer tied directly to the Criteria for Excellence. Instead, some teachers supported students in connecting their work to specific learning standards and skills, marking a shift in focus. This transition allowed students to better</p>

		understand their progress relative to clearly defined grade-level expectations, but it represents a departure from the original measure.
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Dissemination

	<p>2024-25 Performance</p> <p>M (Met) NM (Not Met)</p>	<p>Evidence (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)</p>
<p>Objective: MCCPS will disseminate its practice regarding Project-Based Learning & Peer Observations to other schools in Massachusetts.</p> <p>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>	<p>M</p>	<p>This goal was met through multiple dissemination efforts that highlighted MCCPS's expertise in project-based learning (PBL) and student-centered practices. Members of the leadership team presented at both the MassCUE Conference and the New England League of Middle Schools (NELMS) Conference, focusing on "Making Learning Visible with Portfolios" through an equity lens. These presentations provided concrete strategies for integrating digital portfolios and student-led conferences to enhance reflection, ownership of learning, and equity across diverse student populations.</p> <p>Additionally, MCCPS hosted three public Exhibitions of Learning, where students presented their project-based performance assessments to an audience of families, community members, educators, and local partners. These events showcased how PBL is embedded across all subject areas and allowed visiting educators to observe high-quality, authentic student work.</p> <p>Through these conferences and community-facing exhibitions, MCCPS shared replicable strategies for designing rigorous, meaningful PBL experiences and leveraging portfolios to make learning outcomes visible, directly supporting the dissemination of best practices to colleagues in the sending district and beyond.</p>

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).	NM	<p>This goal was not met, as MCCPS has fully transitioned away from the Teaching Force model of peer observations due to changes in leadership and trained staff turnover. However, the school continues to share innovative practices and professional learning models through other venues. During the 2024–2025 school year, members of the leadership team presented at both the MassCUE Conference and the New England League of Middle Schools (NELMS) Conference, focusing on topics such as student-led conferences, digital portfolios, and making learning visible through an equity lens.</p> <p>While these presentations did not address peer observation systems specifically, they demonstrated MCCPS's ongoing commitment to professional collaboration and knowledge-sharing. Moving forward, the school plans to refine its internal systems of observation and feedback, which may serve as future topics for dissemination once a new model is established.</p>
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Appendix B: Recruitment and Retention Plan 2025-26

Recruitment Plan 2025-26

2024-25 Implementation Summary

Successes and Challenges in Implementation: As part of our 2024–2025 recruitment plan, Marblehead Community Charter Public School launched a comprehensive, multi-platform outreach campaign to raise awareness, attract prospective families, and position MCCPS as a top educational choice. This effort resulted in a 20 percent increase in applications to MCCPS and a projected full enrollment of 230 students for the 2025–2026 school year, with waitlists at 3 out of 5 grade levels. Below is a summary of key initiatives, successes, and ongoing challenges:

Key Successes

- **20% in increase in applications:**
Our campaign resulted in a substantial increase in applications, with projections indicating full enrollment (230 students) and established waitlists in grades 5, 6 and 7 for the 2025–2026 school year.
- **High-Impact Newspaper Advertisements:**
We increased our visibility through a series of eye-catching full- and half-page ads in local newspapers. These were strategically placed to maximize exposure and raise awareness among families seeking quality educational options.
- **Strategic Banner Placement:**
A large banner was displayed multiple times throughout the year over Tedesco Road, a major entrance into Marblehead. This highly visible placement served as a regular reminder to families of MCCPS as a viable and appealing school choice.
- **Expanded and Professionalized Social Media Presence:**
 - Weekly posts highlighted special events, student activities, and academic programming.
 - Engaging videos offered a window into the dynamic learning environment at MCCPS.
 - A dedicated Social Media Coordinator was hired to curate content, increase engagement, and optimize digital reach—ensuring a consistent, high-quality online presence.
- **Weekly Prospective Family Newsletter:**
A new digital newsletter was launched to inform and engage prospective families, offering regular updates, insights into our curriculum, and an overview of community events and student successes.
- **Increased In-Person Opportunities:**
 - Prospective families received personal invitations and outreach to community events such as the Student Talent Show, Magic Show, and Exhibition 3, showcasing our welcoming culture and inclusive values.

- **Recognized by DESE for Exemplary Recruitment:**
MCCPS received formal recognition from the Department of Elementary and Secondary Education (DESE) for exemplary efforts in recruiting and enrolling students with disabilities, English learners, and/or students from low-income backgrounds over the past five years.

Challenges and Areas for Growth

- **Low Representation from Sending Districts:**
Despite the overall success in outreach and application numbers, approximately 73% of applications came from non-sending districts, signaling a need for more focused engagement in Marblehead and our chartered sending districts.
- **Need for Greater Local Visibility:**
While our broader campaign drew regional attention, it also highlighted the need to reinforce our visibility and presence in core sending communities. We must more clearly position MCCPS as a top educational choice for families in Marblehead and surrounding chartered areas.

General Recruitment Activities for 2025-26

- The Director of Technology is overseeing the design and launch of a new school website, which will prominently feature admissions information and resources to ensure accessibility, transparency, and an engaging experience for prospective families.
- For the 2025-2026 school year, we have created a new leadership position: Director of Enrollment and Community Engagement to lead targeted outreach and strategic analysis focused on increasing visibility in our sending districts. This role is responsible for identifying and executing ways to elevate MCCPS as a school of choice by showcasing the school's strengths, values, and community.

The Director will facilitate and organize outreach efforts, which include:
Increased newspaper advertisements in local and regional publications

- Featured articles about staff accomplishments, awards, and innovative teaching practices
- A large physical banner displayed at the entrance to Marblehead to boost community awareness
- A bolstered social media presence with weekly posts, engaging videos, and highlights of student and staff success
- A prospective family newsletter was distributed weekly to share updates, showcase our learning model, and foster early connections
- Creation of new family-facing events designed to welcome and inform prospective families
- Invitations for prospective families to attend school-wide events, including our Public Exhibitions of Student Work, which highlight project-based learning and student achievement

Recruitment Plan – 2025-26 Strategies

Students with disabilities

(a) Charter School Dashboard data

School percentage:

29.2%

CI percentage: **16.4%**

The school is **above** CI percentages

(b) Continued 2024-25 Strategies

At or Above CI: no enhanced/additional strategies needed

1. The Student Services Coordinator or a special educator will be present at each open house to answer questions and describe the program.
2. The Student Services Coordinator will be available to meet with parents/caregivers when requested—before, during, or after school. Email questions will be answered in a timely manner.
3. All enrollment/recruitment information that is sent to parents/caregivers and/or 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.
4. 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.
5. The SEPAC will meet monthly in order to support parents/caregivers needs, and it will schedule parent/caregiver learning activities at least two times per year.
6. Opportunities to highlight the successes of students with disabilities will be explored.

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Not needed.

English learners ^[9][10]

(a) Charter School Dashboard data

School percentage:

6.3%

CI percentage: **1.4%**

(b) Continued 2024-25 Strategies

At or Above CI: no enhanced/additional strategies needed

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 and caregivers and/or is posted on the school's website will be non-discriminatory, will communicate that LEP/ELL students are

The school is **above** CI percentages

welcome, and that all will be supported to reach their highest potential.

3. Events and activities that honor various cultures and cultural identities will be included in the school's calendar.
4. Translators will be available at open houses, upon request.
5. The school partners with a local company to provide interpreters for phone calls and meetings.

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Not needed.

Low income

(a) Charter School Dashboard data

School percentage:

28.7%

CI percentage: **10.7%**

The school is **above** CI percentages

(b) Continued 2024-25 Strategies

At or Above CI: no enhanced/additional strategies needed

1. All enrollment/recruitment information that is sent to parents/caregivers and/or posted on the school's website will be non-discriminatory, and will communicate that MCCPS does not discriminate for any reason.
2. All students at MCCPS are provided with **free breakfast and lunch daily**, regardless of family income, as part of the **Massachusetts Commonwealth Cares for Children (C3)** framework and in accordance with the state's **universal free school meals program**, made permanent by the passage of **An Act Promoting Student Nutrition** (Chapter 28 of the Acts of 2023). This ensures that every student has access to nutritious meals at no cost, supporting their well-being and ability to focus and learn throughout the school day.
3. MCCPS participates in Community Eligibility Provision. As a CEP school, all students will receive breakfast and lunch at no charge regardless of household income. The Director will perform the direct certification a minimum of three times per year to ensure that qualifying students/families are made aware they may be eligible for additional benefits through the Commonwealth of Mass (ie. TANF or SNAP).
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. Families and students will be made aware that they can apply for financial assistance for extracurricular activities and informed of

how to do so; no child will be excluded from an extracurricular activity or class trip due to an inability to pay.

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Not needed.

Students who are sub-proficient

(d) Continued 2024-25 Strategies

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, afterschool care, and extended school year programming.
3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website.
4. Efforts to support all learners will be communicated to parents/caregivers and the community and posted on the school's website.
5. Parents/caregivers will be notified as soon as possible when concern arises about academic performance.
6. An intervention plan will be created to address the needs of individual students who are in danger of not passing.
7. Professional development for teachers will address strategies for optimizing student growth and achievement.
8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.

2025-26 Additional Strategy(ies), if needed

Provide additional and/or enhanced strategies needed.

Students at risk of dropping out of school**(e) Continued 2024-25 Strategies**

1. Faculty, staff, and/or administrators will be available to meet with parents/caregivers and students as needed to identify and implement appropriate supports, including academic, social/emotional, and/or health.
2. The Student Support Team and/or Wellness Team will monitor students of concern and will work with parents and grade-level teams to address student needs.
3. An engaging and student centered learning environment will emphasize that all students are welcome and valued.
4. Non-academic offerings will foster feelings of success in students' areas of strength/interest.

2025-26 Additional Strategy(ies), if needed

Provide additional and/or enhanced strategies needed.

Retention Plan 2025-26**2024-25 Implementation Summary**

MCCPS has maintained a strong commitment to student retention, recognizing it as a key indicator of family satisfaction, student success, and school stability. For the 2024–2025 school year, we set an internal goal of achieving at least 80% student retention across Grades 4–7. We are pleased to report that we exceeded this goal, with an overall student retention rate of 86.4%.

Retention Data by Grade for the 2025-2026 school year:

- 4th to 5th grade: 100% retention (35 of 35 students returning)
- 5th to 6th grade: 94% retention (44 of 47 students returning)
- 6th to 7th grade: 78% retention (36 of 46 students returning)
- 7th to 8th grade: 93% retention (40 of 43 students returning)

This high rate of retention reflects the trust families have in our educational program and the positive experiences of students as they progress through our school. While we are proud of this accomplishment, we also recognize the importance of continuing to evaluate and improve the experience of students in the upper middle grades, where retention was slightly lower. Ongoing efforts to strengthen community, academic engagement, and personalized support for students in Grades 6 and 7 will remain a priority in the year ahead.

In addition, we are identifying the need for more targeted retention strategies for students with disabilities (SWDs) and low-income students, as these subgroups—while well-

represented at MCCPS—sometimes face additional challenges in staying enrolled. Across the entire student body at MCCPS, including SWDs and economically disadvantaged students, differentiated supports will be essential to ensuring equitable retention.

Overall Student Retention Goal

Annual goal for student retention (percentage):

90%

Retention Plan – 2025-26 Strategies

Students with disabilities

(a) Charter School Dashboard data

School percentage:

18.4%

1 Standard Deviation:

6.34%

The school's attrition is above 1 standard deviation.

(b) Continued 2024-25 Strategies

At or below 1 standard deviation: no enhanced/additional strategies needed

- The school will employ a full time Student Services Coordinator and a full time School Counselor, a School Psychologist and an Assistant Head of School.
- 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/caregivers as needed.
- 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 (SEPAC) will actively seek to expand parent and caregiver participation and will identify key areas of interest where families are eager to learn more—particularly around school programming and educational supports related to their child's disability. These efforts will help ensure that SEPAC offerings are responsive to the informational needs and priorities of our families.
- The Student Support Team has been revamped to improve classroom teachers' ability to support students with diverse learning needs. The team will be co-chaired by two special educators who regularly spend time in classrooms. The team will meet twice a month to discuss Tier 1 interventions and the RTI process.
- The SEPAC, Special Education Advisory Council, will hold consistent meetings throughout the year to support the parents/caregivers of students with disabilities.
- The school's administration will reach out to the parents/caregivers of students with disabilities to determine additional support for students and parents/caregivers.
- Inclusive Curriculum and Instruction
- Universal Design for Learning (UDL): Adopt UDL principles school-wide to ensure all students have equal access to the curriculum.
- Assessment of technology needs and integration

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

Early Warning and Engagement System (Immediate)

- Leverage existing student data (attendance, grades, behavior referrals) to create simple tracking dashboards or flags.
- MCCPS Wellness Team will review data regularly.
- Schedule proactive outreach and family meetings when patterns of concern are identified.
- Begin with 1–2 grades and expand gradually.

Student Voice and Feedback Mechanisms (Immediate)

- Design and administer brief, targeted surveys for students with disabilities (e.g., Google Forms or paper-based).
- Conduct informal focus groups or feedback circles.
- Review responses with Student Services and adjust programming or communication practices accordingly.
- Share survey summaries with staff and families to show transparency and responsiveness.

Strategies to Implement in Years 1–2

These require more planning, professional development, or cross-team coordination to launch successfully:

Professional Learning Communities (PLCs) for Inclusion

- **Year 1:** Identify staff leads, schedule protected meeting time, and align with existing PD goals. Provide training on effective PLC structures and inclusive pedagogy.
- **Year 2:** Formalize PLC structure, refine focus areas based on student data and teacher feedback, and expand participation school-wide.

Career and Essential Habits Workshops (Middle Grades Focus)

- **Year 1:** Conduct needs assessment among students and families; begin pilot workshops in executive functioning and self-regulation using existing staff.
- **Year 2:** Develop a structured workshop series, engage community partners or specialists (e.g., speech-language, OT), and embed workshops into enrichment blocks or after-school programming.

English learners

Limited English-proficient students

**(a) Charter School
Dashboard data****School percentage:****N/A****1 Standard Deviation:****18.75%**

The school's attrition is
below 1 standard
deviation.

(b) Continued 2024-25 Strategies

At or below 1 standard deviation: no enhanced/additional
strategies needed.

- The school will cultivate an environment that values all languages.
- Teachers will be trained in SEI methods.
- Materials will be provided in the home language as communicated via the *Home Language Survey*.
- Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents/caregivers.
- Translators will be made available when needed.
- The Student Support 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 Support 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 ELs 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/caregivers of ELs in order to better understand and address the parents/caregivers' and students' needs.
- Cultural Competency Training
 - Ongoing Professional Development: Implement continuous cultural competency training for all staff to better understand and meet the needs of diverse student populations.
- Inclusive Curriculum and Instruction
 - Culturally Relevant Curriculum: Incorporate culturally relevant materials and texts in the curriculum that reflect the backgrounds and experiences of EL students.
- Community Partnerships
 - Collaboration with the YMCA: Partner with the YMCA to provide additional resources and support for EL students and their families regarding after school care.
- Technology Integration
 - 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.
- Social-Emotional Support
 - Counseling Services: Ensure that EL students have access to school counselors who are trained to address the unique social-emotional needs of ELs.
- Student Voice and Leadership
 - Leadership Opportunities: Encourage EL students to take on leadership roles in school clubs, organizations, and activities.
- Increased SEI Endorsement
 - Leadership Team SEI Endorsement: Increase the number of members of the leadership team who hold SEI endorsement, ensuring that more leaders are

equipped with the skills and knowledge to support ELL students effectively.

(c) 2025-26 Enhanced/Additional Strategy(ies), if needed

No additional retention strategies needed.

Low Income

(a) Charter School Dashboard data

School percentage:

10.80%

1 Standard Deviation:

8.86%

The school's attrition rate is above standard deviation.

(b) Continued 2024-25 Strategies

At or below 1 standard deviation: no enhanced/additional strategies needed

- Student and parent/caregiver 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 additional services that are available in the area.
- The school partnered with the YMCA to provide high quality after school care and academic support. The YMCA offers flexible pricing to qualifying families based on household income.
- All students at MCCPS are provided with **free breakfast and lunch daily**, regardless of family income, as part of the **Massachusetts Commonwealth Cares for Children (C3)** framework and in accordance with the state's **universal free school meals program**, made permanent by the passage of **An Act Promoting Student Nutrition** (Chapter 28 of the Acts of 2023). This ensures that every student has access to nutritious meals at no cost, supporting their well-being and ability to focus and learn throughout the school day.
- MCCPS participates in Community Eligibility Provision. As a CEP school, all students will receive breakfast and lunch at no charge regardless of household income. The Director will perform the direct certification a minimum of three times per year to ensure that qualifying students/families are made aware they may be eligible for additional benefits through the Commonwealth of Mass (ie. TANF or SNAP).

- 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.
- 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 if needed.
- Implement the CharacterStrong program to enhance social-emotional learning (SEL) skills among low-income students.
- Partner with CharacterStrong or similar SEL program providers for implementation support and training.
- Increase and expand communication between school and home to enhance opportunities for families to share their needs and stay informed.
- Expand access to technology resources and devices for low-income students, allowing them to bring home Chromebooks for learning.
- Provide training on strategies to support the academic and social-emotional needs of low-income students.
- Increase and expand communication between school and home to enhance opportunities for families to share their needs and stay informed.

(c) 2025-26 Enhanced/Additional Strategy(ies), If needed

Equity-Centered Grading Policy (Immediate)

- Implement a revised and clear grading policy across all subjects in all grades that equitably accounts for the needs of economically disadvantaged students.

Inclusive Curriculum and Instruction (1 to 2 Years)

- Implement inclusive curriculum practices to meet the diverse needs of low-income students.

<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2024-25 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>2025-26 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>(e) Continued 2024-25 Strategies</p> <p>The counseling staff will meet with students and parents/caregivers as needed.</p> <ul style="list-style-type: none"> • An Academic Intervention 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. <p>2025-26 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.

Appendix C: School Data Tables

Administrative Roster and Staff Attrition Data

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Stephanie Brant	Head of School	2/1/2024	present
Chris Doyon	Assistant Head of School	8/1/2024	present
Rose Moleti	Student Services Coordinator	7/1/2023	present
Jessica Xiarhos	Director of Curriculum, Teaching & Learning for Math/Science	7/1/2023	present
Molly Wright	Director of Curriculum, Teaching and Learning for Humanities	7/1/2023	present
Jeff Barry	Business Manager	6/1995	present
Danette Russo	Director of Food Services	1/2020	present
Meg Upton	Front Office Manager	08/2021	present

Teacher and Staff Attrition for the 2024-25 School Year

	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31 st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	19	1	2	Resigned, contract not renewed
Other Staff	17	2	3	Moving, Position Eliminated, Fellowship Ended

Information About the Board of Trustees

Board Membership During the 2024-25 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
Katie Holt	Board Chair	FinCom, Personnel	1st term	12/22-12/25	2031
Linsday Smith	Vice-Chair	FinCom, DEI	1st term	12/22-12/25	2031
Kim Nothnagel	Trustee	Dev Com	1st term	8/2023-8/26	2032
Ian Hunt	Board Officer	DEI	3rd term	10/17-10/20 10/20-10/23 10/23-10/26	2026
Carol McEnaney	Trustee	Personnel	1st term	4/23-3/26	2032

Eric Neagle	Trustee	Dev Com Governance	1st term	2/25-2/28	2034
Polly Titcomb	Trustee	Governance	1st term	11/23-11/26	2032
Jessica Xiarhos	Trustee	Academic Excellence	2nd Term	5/19-10/22 10/22-10/25 Resigned 12/25	2028
Nick Santoro	Trustee	Governance	1st term	10/21- 10/24 Resigned 10/24	2030
Ellen Lodgen	Trustee	Academic Excellence	1st term	3/25-3/28	2034
Emily Promise	Trustee	FinCom Chair	1st term	8/24-7/27	2033
Jeff Lewis	Trustee	Governance, Head of School Search Comm.	1st term	8/23-7/26 Resigned 2/25	2032
Stephanie Brant	Ex-Officio	FinCom, DEI, Personnel, Academic Excellence, Dev Com	1st term	4/23	N/A

Appendix D: Conditions, Complaints, and Attachments

Conditions *(if applicable)*

NONE

Complaints

- o **Board of Trustees Contact Information:**
<https://www.marbleheadcharter.org/board/>

Date	Summary of Complaint	Summary of Complaint Resolution
	NONE	

[1] 603 CMR 1.08 (1) Annual Report: A charter school shall submit an annual report to the Board and the local school committee and make available to every parent or guardian of its enrolled students and to every parent or guardian who expresses interest in enrolling in that charter school. Each charter school shall make the annual report available on its website. A network, as defined by 603 CMR 1.00, may submit a combined annual report provided that information for each school is reported discretely within the annual report to ensure that it complies with MGL c. 71, § 89; 603 CMR 1.00; and any guidelines issued by the Department. The annual report shall be issued no later than August 1st of each year for the preceding school year. The annual report shall include the following information:

- (a) a financial statement setting forth by appropriate categories the unaudited revenue and expenditures for the year just ended, and a balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities;
- (b) a capital plan identifying future planned capital projects and the amounts held in reserve for such projects;
- (c) a report on the school's implementation of its recruitment and retention plan for the relevant year;
- (d) an updated recruitment and retention plan for the upcoming school year that complies with guidelines issued by the Department;
- (e) projections of income and expenses for the upcoming school year;
- (f) discussion of progress made toward achievement of the goals of the charter and accountability plan;
- (g) evidence that the charter school is developing or has provided models for replication and best practices in education; and
- (h) such other information as the Board may require in guidelines.

[2] Dissemination is required for renewal of charters of Commonwealth charter schools. The charter school statute requires charter schools to provide "models for replication and best practices . . . to other public schools in the district where the charter school is located." MGL c. 71, § 89(dd) ("a commonwealth charter shall not be renewed unless the board of trustees of the charter school has documented in a manner approved by the board that said commonwealth charter school has provided models for replication and best practices to the Commissioner and to other public schools in the district where the charter school is located").

[3] The Department will also consider efforts made by the charter school to disseminate innovative models for replication and best practices to other public schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, including but not limited to:

- partnerships with other public schools implementing key successful aspects of the charter school's program,

- active participation in district turnaround efforts,
- sharing resources or programs developed at the charter school,
- hosting other educators at the charter school, and
- presenting at professional conferences about the school's innovative school practices.

[4] Please note: The Department now uses the term English learner.

[5] Please note: The Department now uses the term students with disabilities.

[6] Please note: The Department now uses the term Low income.

[7] According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment."

[8] Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website.

[9] According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment." *Please Note: As specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school's recruitment strategies*

must include a variety of outreach efforts in the most prevalent^[9] languages of the district. Please note that a country's official language is not an acceptable substitute for the prevalent languages in the "List of charter schools that are located in districts that enroll 10% or more of English learners" document located on the Department website. For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country's "official" language in Cape Verde.

[10] Materials to be translated should include, at a minimum, promotional materials, the application for enrollment, and the school website

[11] 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.

[12] 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.

Coversheet

April 2025

Section:	III. Board Action Items: Approve Minutes
Item:	A. April 2025
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board of Trustees Meeting on April 29, 2025



MCCPS Board of Trustees

Minutes

Board of Trustees Meeting

Date and Time

Tuesday April 29, 2025 at 7:00 PM

Location

Hybrid Format:

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

Trustees Present

Carol McEnaney, Ellen Lodgen, Emily Promise (remote), Eric Neagle (remote), Ian Hunt, Katie Holt, Lindsay Smith, Polly Titcomb, Stephanie Brant

Trustees Absent

Kimberly Nothnagel

Trustees who arrived after the meeting opened

Eric Neagle

I. Opening Items

A. Record Attendance and Guests

Eric Neagle arrived at 7:30 PM.

B.

Call the Meeting to Order

Lindsay Smith called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday Apr 29, 2025 at 7:08 PM.

C. Public Comment

II. Academic Presentation

A. ELA I Ready Data and Trends

<https://docs.google.com/presentation/d/1JGVgVzzA7oO7Nu-zJsTTTx8lk3F6c2FK2Ti7jvtQ-20/edit>

Molly Wright presented shared an update on the schools ELA / iREADY read-out for the current school year. The test measures reading, writing, speaking and listening skills of the students. Molly shared the scope / focus of the tests, then explored the data / findings in a detailed presentation comparing fall 24 and winter / Jan 25 test scores. While scores have improved over the 6-month period, ca. 20% of the student population remains in the "at risk / concern" category. Comprehension and vocab continue to be key areas of concern for a large portion of the student population, in particular in grades 5-6.

Board members discussed findings with Molly and explored opportunities to help support the development of at-risk students. The board also explored how it could be more engaged in ongoing strategies to develop and advance student learning through additional presentations at MCCPS board meetings (e.g academic excellence updates, student council and MCCPS LT presentations). Additionally, the board also discussed how we can share student learning / development data with parents / potential community applications to support student recruitment.

B. Attachment

III. Board Action Items: Approve Minutes

A. March 2025

Katie Holt made a motion to approve the minutes from Board of Trustees Meeting on 03-25-25.

Ellen Lodgen seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Kimberly Nothnagel	Absent
Lindsay Smith	Aye
Emily Promise	Aye
Eric Neagle	Absent
Katie Holt	Aye
Ellen Lodgen	Aye
Carol McEnaney	Aye
Ian Hunt	Abstain
Polly Titcomb	Aye
Stephanie Brant	Aye

IV. MCPSA

A. Advocacy Agenda Discussion and Adoption

Agenda item moved to May MCCPS Board Meeting.

B. Mass Charter Association Updates

Lindsay Smith shared recent updates from the Mass Charter Association on the perceived lack of advocacy for charter schools in the state, including a number of bills working through the state legislature. The board agreed to play its role in advocating / supporting MCCPS and the broader concepts of charter schools within the local community.

V. Head of School Report

A. April 2025 Report

Enrollment

- Current enrollment numbers were shared before HoS explored the intent to return data received by current families; 172 are returning (ca 93%), with approx. 6% of the student population making choices to move to different educational experiences in our local communities. HoS has been actively engaged in understanding key reasons for families who are electing to leave the school. The board was highly appreciative of this fact-finding strategy to understand the underlying drivers.
- HoS shared expected projections are ca. 230 for the MCCPS in the 2025 - 2026 calendar year. However, applications from sending districts still remain low and below DESE-mandated targets. This concern was discussed with DESE by the HoS. DESE reiterated their preference to focus on overarching school enrollment numbers over meeting sending district numbers.

- HoS shared concerns about ensuring equity for student / family participation in school events / trips as school enrollment numbers trend upwards with concomitant changing demographics. The board discussed strategies / solutions to help provide additional financial support for students through additional fund-raising activities.

Staffing

- Interviews / recruitment are underway in key open positions, including changes to math and science leadership.

Misc

- HoS updated the board on pending reports to DESE including a draft accountability plan.
- The math team participated in a DESE / TNTF instructional course in Worcester to develop key instructional skills / capabilities.

VI. Board Annual Items

A. Upcoming Agenda Items

No discussion.

B. HOS Annual Goals

No discussion.

VII. Committee Updates

A. Finance Committee

Lindsay Smith made a motion to Approve proposed FY26 MCCPS budget.

Ellen Lodgen seconded the motion.

Emily presented the proposed budget for FY26 with an expected enrollment number of 230 students. The board reviewed and discussed.

The board **VOTED** to approve the motion.

Roll Call

Emily Promise	Aye
Eric Neagle	No
Lindsay Smith	Aye
Katie Holt	Aye
Polly Titcomb	Aye

Roll Call

Stephanie Brant	No
Ellen Lodgen	Aye
Carol McEnaney	No
Ian Hunt	No
Kimberly Nothnagel	Absent

B. Governance Committee

No major updates. Ongoing activities to recruit new MCCPS board members continue.

C. Academic Excellence

New committee members identified and kick-off meeting is being planned.

D. Development & Communications

Ongoing planning for May 10 social / fund-raising event includes a silent auction. Oct 4 has been identified for the 30 Yrs MCCPS anniversary gala.

E. DEI Committee

F. Personnel Committee

CoB shared progress on the HoS evaluation process. CoB encouraged board members to complete BoT and Val-ED surveys.

VIII. Other Board Items

A. General Discussion

The board discussed recent parent complaint relating to staff turn-over and subsequent feedback from parent. The board reviewed procedures for parent complaints.

IX. Closing Items

A. Recap Action Items

B. Board Comments

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Katie Holt

Documents used during the meeting

- FY26 Proposed Budget.pdf

Coversheet

May 2025 BOT Meeting

Section:	III. Board Action Items: Approve Minutes
Item:	B. May 2025 BOT Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board of Trustees Meeting on May 27, 2025



MCCPS Board of Trustees

Minutes

Board of Trustees Meeting

Date and Time

Tuesday May 27, 2025 at 7:00 PM

Location

In Person at MCCPS

Trustees Present

Carol McEnaney, Ellen Lodgen, Eric Neagle, Ian Hunt, Katie Holt, Kimberly Nothnagel, Lindsay Smith, Polly Titcomb, Stephanie Brant

Trustees Absent

Emily Promise

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Katie Holt called a meeting of the board of trustees of MCCPS Board of Trustees to order on Tuesday May 27, 2025 at 7:07 PM.

Katie Holt framed focus of meeting and special meeting scheduled for Thursday.

C. Public Comment

Chris Re introduced himself and his interest in joining the MCCPS Board.

II. Academic Presentation

A. Charter Student Presentation

Student presentation was rescheduled to next month. Student could not attend.

III. Head of School Report

A. May 2025 Report And Review of Goal Achievements

Student Headcount

- School will end the term with 195 students. We had a budget for 190.
- 226 are expected to return next year, with the target of 230. Schools LT is looking to ensure parity across all grades to support effective teaching.

Staffing

- Appointments for new staff positions are progressing well, including Student XX. Vacancies currently include 6th and 8th Math & Science and Student Councilor interviews continue. HoS acknowledged that Math and Science recruitment is particularly challenging in the state. Leveraging relationships with Endicott and other teaching colleges is a key alternative pathway for talent / recruitment.

DESE Updates

- Update on DESE feedback on the Accountability Plan shared, this has been provisionally approved. HoS and CoB also shared feedback from DESE on school governance and academic data shared with the board. HoS / CoB also shared reflections on need to strengthen general board engagement - in particular, the sharing / exploration of disaggregated data that showcases the progress of student learning and development at MCCPS.

AOB

- HoS shared updates on teacher progress towards goals in Teachpoint. 2024 - 2025 is a transition year, nevertheless feedback has been generally very positive. Teachers will meet with evaluators for end-of-year discussions about progress towards goals in fall 2025. Classroom observations with TNTP are also scheduled. The board congratulated HoS on progress to date.

Funding Raising

- ~10K raised in a silent auction. The board congratulated the organizing team for a wonderful job. In particular, mention was made of many of the staff who

participated in the planning and execution. The amount raised was in line with 2024 activity.

Board Progress Towards Goals

- HoS provided an update in writing on progress to goals YTD.

IV. Board Annual Items

A. Upcoming Agenda Items

CoB reviewed upcoming meetings and key milestones.

V. Other Board Items

A. Head of School Survey Results Analysis

A summary was provided by John Steinberg on the data collated from BoT, VaIED and Teacher Satisfaction evaluation data on the HOS performance for the 2024-2025 school year. VaIED and BOT surveys registered close to 100% completion by teachers / staff. The board commented that this was a positive trend compared to previous years.

VaIED

Generally strong alignment with HoS / Teacher evaluations and broad consistency in between teacher evaluations. Generally, very positive ratings observed. Scores are also significantly higher than in previous years / HoS.

Highlights include:

- High standards for student learning.
- A culture of learning and professional behavior.

Key areas of focus for potential focus:

- Quality Instruction.
- Rigorous Curriculum.
- Performance accountability.

Overall, very positive proficient / proficient rankings was recorded. Very similar to previous evaluations of the HoS.

Teacher Satisfaction Survey

Generally, very positive ratings are recorded in refreshed teacher evaluations and broadly aligned with 2024 data, with significant improvements from 2022 and 2023. As with

ValED, strong agreement in teacher sentiments was recorded. Strong rankings in the following:

- Empowerment
- HoS / School
- Relationship with School
- Relationship with Hos

The board explored the data together before thanking John for his presentation.

B. BOT Review of HOS Performance

The board briefly reflected on data presented by HoS / John Steinberg.

VI. Public Comment

A. Public Comment

No public comment.

VII. Closing Items

A. Recap Action Items

B. Board Comments

CoB recapped data and next steps for the evaluation of HoS including instructions on how to complete the evaluation.

The board also discussed nominations for the pending Navigator Award. A shortlist was discussed, with Paul Baker unanimously supported to be this year's recipient.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:00 PM.

Respectfully Submitted,
Katie Holt

Documents used during the meeting

- May 2025 Head of School Report .pdf
- HOS Evaluation Form for BOT 2025.pdf

Coversheet

May 2025 HOS Annual Review Meeting

Section:	III. Board Action Items: Approve Minutes
Item:	C. May 2025 HOS Annual Review Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for BOT Annual Head of School Review on May 29, 2025



MCCPS Board of Trustees

Minutes

BOT Annual Head of School Review

Date and Time

Thursday May 29, 2025 at 7:00 PM

Location

Remote only.

Trustees Present

Carol McEnaney (remote), Ellen Lodgen (remote), Emily Promise (remote), Eric Neagle (remote), Kimberly Nothnagel (remote), Lindsay Smith (remote), Stephanie Brant (remote)

Trustees Absent

Ian Hunt, Katie Holt, Polly Titcomb

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Lindsay Smith called a meeting of the board of trustees of MCCPS Board of Trustees to order on Thursday May 29, 2025 at 7:03 PM.

C. Public Comment

II. Review of HOS evaluation materials

A.

BOT Review of HOS Performance

Lindsay Smith shared results of Monday, 5/27 Head of School review. Overall positive comments from BOT. Lindsay shared select comments. Summative review entered into the record as meeting packet.

B. Motion to approve results by Lindsay Smith, seconded by Ellen Lodgen

Lindsay Smith made a motion to approve summative results of head of school review. Ellen Lodgen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Emily Promise	Aye
Carol McEnaney	Abstain
Polly Titcomb	Absent
Kimberly Nothnagel	Aye
Ellen Lodgen	Aye
Katie Holt	Absent
Ian Hunt	Absent
Lindsay Smith	Aye
Eric Neagle	Abstain
Stephanie Brant	Abstain

III. Public Comment

A. Public Comment

Lindsay Smith shared that several prospective BOT members will be joining the BOT in the coming months and have started the process.

IV. Closing Items

A. Board Retreat Reminder

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:20 PM.

Respectfully Submitted,
Kimberly Nothnagel

Coversheet

June Retreat Minutes

Section:	III. Board Action Items: Approve Minutes
Item:	D. June Retreat Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for MCCPS Board of Trustees Annual Retreat on June 21, 2025



MCCPS Board of Trustees

Minutes

MCCPS Board of Trustees Annual Retreat

Date and Time

Saturday June 21, 2025 at 9:00 AM

Location

At MCCPS.

Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

Trustees Present

Ellen Lodgen, Emily Promise, Eric Neagle, Katie Holt, Kimberly Nothnagel, Lindsay Smith, Polly Titcomb, Stephanie Brant

Trustees Absent

Carol McEnaney, Ian Hunt

I. Opening Items

A. Record Attendance

B. Also Present: - Facilitator, Will Gardner - Two potential Board members, 1. Karen Kagan 2. Carly McIvan

C. Call the Meeting to Order

Lindsay Smith called a meeting of the board of trustees of MCCPS Board of Trustees to order on Saturday Jun 21, 2025 at 9:15 AM.

II. Other Business

A. Retreat

B. Welcome & Warm-Up

1. Icebreaker Exercise (favorite educator from K-12 and two items always in our fridge)
2. Review of Board Norms - Guidelines for Retreat expectations

C. Review and Discussion of Board Roles and Responsibilities

Overview of Board's Role Per DESE and ByLaws

1. Greater autonomy in exchange for higher accountability

- Board of Trustees - we don't answer directly to local district or school board
- DESE looks more carefully at Charter schools and their data than they do at traditional public schools
- Accountability requires strong Charter Board
- Strong oversight on Governance frees up the Head of School (HoS) to focus on other critical tasks related to her role

2. Board of Trustees Holds the Charter

- Charter schools have 5 year Charter cycles
- Board is responsible for adhering to the Charter (to avoid state intervention/having Charter revoked)

Key Areas for Which Board is Accountable

1. Exercise: reviewed DESE Performance Criteria to identify "key areas" of Board accountability
 - Oversight of Academic Achievement
 - Equity lens applied to this oversight
 - Financial Health
 - Head of School
 - hiring/firing
 - retaining
 - performance reviews
 - Governance
 - Compliance with applicable laws and regulations
 - Create and approve policies and ensure equity is protected in these
 - Promoting school's mission
 - DEI big focus here as well

Stakeholders we are accountable to:

- Students
- Families
- Staff
- HoS
- DESE
- Colleagues

Through whom/what:

- DESE inspections
- accountability plan
- annual audit
- MCAS scores
- graduation/discipline/attendance rates
- enrollment numbers
- reputational elements
 - Helps in case of future crisis if ever there were community need
 - ensuring that we are champions for the school - recruiting and promoting - and clarifying - its mission

Governance v. Management

- Common question is what the right level of engagement for Board (and what is overstepping)
- The group did an exercise using case studies
- A healthy Board has a tension between supporting the HoS and holding HoS to high standards (by being fully informed on decisions, asking hard questions when needed, voicing concern and/or dissent when applicable, etc.). Engaging in these conversations over issues - even if we can't vote on the issue - actually gives Board, families, staff more confidence in the school leader.

D. Setting Goals for Board Development

Handout: MA Board Effectiveness Survey (by Bellwether)

Board Survey Data:

- What are some areas of strength for the Board?
 - Collaboration between HoS and Board
 - Level of engagement of board members
 - diverse skill sets
 - connection to school (5 parents, 2 teachers)
- What might be an area of improvement?
 - Membership (number of board members)
 - diversity (racial and gender)

- Academic data oversight and awareness
- Compliance (OML, minutes, etc.)
- Advocating in community
- Awareness of state landscape
- Onboarding process
- Commitment: both in attendance and fundraising

Exercise: Each member chose two topics for building capacity that we think the Board should prioritize this year.

Topics included:

Budget (one tab, one support),
 Compliance (4 tabs, 4 supports)
 Data/Academic Oversight (5 tabs, 8 supports)
 Board Recruitment (2 tabs)
 Commitment (1 tab)
 Onboarding (1 tab, one support)
 State landscapes (2 tabs, 2 supports)
 Advocacy in the community (2 tabs, 1 support)

Results:

1. Academic Data/Oversight
2. Compliance

Next Step: Pick one priority area, draft specific, measurable, achievable and timebound Actionable Goal for this priority area

1. Academic Data/Oversight

Start with the Basics: Create Foundational Understanding

- Data literacy: what are the reporting data, how do demographics play into this, what is disaggregated data, how does data gets reported to board (e.g. proven provider status)

End Point:

- Create system by which Board is reviewing (according to trimesters) an academic dashboard that summarizes academic data through each school year (disaggregated by sub-group)
- Components:
 - Data monitoring system
 - Measurable growth
 - existing reporting structures (iReady, etc.)
 - trimester reporting

Integrated Decision Making Process

Propose - person makes and explains a proposal

Clarify - round of clarifying questions by other participants

React: round of reactions and suggestions; proposer listens but does not respond to feedback

Adjust: Proposer may edit the proposal (or not) based on what they've heard (or remove proposal entirely)

Consent: going around, participants have a chance to voice and objection, if they have one

Integrate: Objector/proposer work together to edit the proposal and address objections

Stamp: group approves proposal

E. Review & Approve Proposed Onboarding Plan for New Trustees

Lindsay handed out Board of Trustees Responsibilities

Brief introduction to first draft of Board of Trustees Handbook

Discussed overall thought and impressions.

Next Step:

- Add review of Letter and Handbook at the next regularly scheduled meeting.

F. Parking Lot

1. Board Role - PR in Community
2. Perception of Charter - Reputation for "whom we serve"
3. Clarification of which policies the Board approves
4. Developing more financial literacy as a Board

III. Closing Items

A. Lunch

Closing Appreciation of each Board Member

Survey for Will Gardner/Prospect Leadership Group

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:15 PM.

Respectfully Submitted,
Polly Titcomb