

Application for Renewal of a Public-School Charter

Marblehead Community Charter Public School



Marblehead Community Charter Public School

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Marblehead Community Charter Public School (MCCPS) is in its 24th year of continuous operation and sets high standards for itself as an organization. Our dedication to our mission, core values, and the promises of our Charter remains active and strong. Our consistently meeting or exceeding all Accountability Plan Objectives over the course of this charter period evidences MCCPS' success.

Our academic program has remained strong as measured by internal and external data. Both the Board and school are committed to academic excellence as its primary focus. During this charter period, Parent Satisfaction Surveys consistently rated the Education Program with high marks. Overall, the average rating for both teachers and the academic program is 80% or higher: Math - 86%, Science - 92%, English Language Arts - 80%, Global Studies - 83%, Music 82%, Art - 90%, Foreign Language - 80%.

A Sampling of comments from the Parent Satisfaction Surveys include:

- “Our student has matured and progressed so much over the past 5 years.”
- “MCCPS is a unique place where students are able to grow and are supported through all of the developmental changes that middle school brings.”
- “We have overall been thrilled with the experience. The school has been amazing at helping a shy anxious child find her groove.”
- “Love the independence and self confidence that my kids have developed”
- “Both my children have flourished and grown significantly socially, emotionally,
- and academically since attending MCCPS”
- “A place for forward thinkers who want kids to have the skills they are going to need going forward.”

MCCPS remains true to the tenets of our Charter. Teachers play a leadership role throughout the school, serving on the Board as well as numerous committees. They participate in a highly collaborative environment, with regular time scheduled weekly to assess, reflect, and continually improve upon the quality and effectiveness of the academic program. The result is authentic and meaningful integration across all grade levels and curriculum areas.

Community engagement is continuously sought and expanded. In 2017, MCCPS collaborated with Endicott College to offer an Education Fellowship Program. These Fellows gained experience in developing lesson plans and in classroom management while the school benefits from cost-effective additional educational resources for students. This initiative has also been instrumental in disseminating our best practices through a daily immersion of the program.

Organizationally, MCCPS is in a position of stability in the key areas of financial management, governance, school leadership, and parent/community involvement. Our annual audit results are evidence of a solid financial and operational infrastructure. We have maintained at or near full enrollment and a substantial wait list throughout the current charter period. Strong parent and community involvement is evidenced by the number of parents and community members serving on the Board and its committees, leading Enrichment programs, and participating in the PTO.

The Board of Trustees is committed and engaged, and composed of parents, community members, and teachers as required in our Charter. The Board, in conjunction with the Head of School, sought out faculty and community input in developing a 5-year Strategic Plan for the School. Each year, the Board devotes a substantial amount of time to the development of strategic goals that will further the plan. During this charter period, the Board has also focused on the development of key policies and procedures, Head of School Evaluation, Head of School Succession Plan, Student Retention, Academic Programming, and Financial Oversight. As a Board, we are always looking to improve our practice.

Among the major accomplishments for the current charter period are:

- 1 to 1 Technology Platform for all students
- Hired a New Head of School - contract commencing in July 2019
- Updated Financial Policies and Procedures
- Created and updated the Head of School Evaluation Policy and Procedures
- Obtained clean audits opinions
- Completed purchase of the school building, 17 Lime St, Marblehead, MA
- Instituted a Student Council, with representation from every advisory
- Presented 15 Public Exhibitions of Student Work, 3 each year of the Charter period
- Disseminated Best Practices at Conferences, DESE DissemiNation Fair, and School hosted Workshops
- Dissemination of Best Practices to Student Teachers through a Fellowship program with Endicott College
- Hosted Sustainability Fairs
- Student led Community Service Projects, including a clothing drive for Syrian Refugees
- Student hosted Diversity Nights
- Participation in Anti-Defamation League program by faculty and students

However, the current charter period was not without its challenges. Chief among these was the increase in Special Education Population. Both Parent and Staff Satisfaction Surveys and the Coordinated Program Review Site Visit of May1-3, 2018, have evidenced this. Parent Satisfaction surveys reveal an average Satisfaction of 28%, with an Average of No Experience rating of 1/3 of respondents for the Special Education Program. The Acting Head of School, the Director of Student Services, and the Guidance Counselor have been working with the Office of School Monitoring to address the findings of the CPR. To assist in this area, a new School Adjustment/Behavior Specialist joins the staff beginning for SY19-20,

As we approach our 25th anniversary, we look forward to the opportunities the new charter will bring. The completed building purchase not only helps manage some of our costs, but also presents possibilities for the future expansion of our facilities and programming. This new charter period will see a continued focus at the Board and school level on strategic planning, with the goal of moving the school to even higher levels of achievement. The best legacy we can leave is to foster 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 eager for the chance to continue this work in our next charter period.

Sincerely,
Arthur F Sullivan, III
Chair, MCCPS Board of Trustees
It's a Great Day to be a Navigator!

Table of Contents

Section	Page
Introduction to the School	4
1. Faithfulness to Charter	5
1) Mission and Key Design Elements	5
2) Access and Equity	6
3) Compliance	8
4) Dissemination	9
2. Academic Program Success	16
5) Student Performance	16
6) Program Delivery	16
7) School Climate and Family Engagement	19
3. Organizational Viability	22
8) Capacity	22
9) Governance	23
10) Finance	24
11) Plans for the Next 5 Years	25
4. Appendix	26
A. Accountability Plan Performance	28
B. Certification	29
C. Documents	34
D. Additional Information	
E. Application Content Checklist	

Introduction to the School

<i>Marblehead Community Charter Public School ("MCCPS")</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Marblehead, MA
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	230	Current Enrollment (and date calculated)	228 as of June 30, 2019
Chartered Grade Span	4-8	Current Grade Span	4-8
# of Instructional Days Per School Year	180-185	Students on Waitlist (and date calculated)	82 as of March 1, 2019
School Hours	Regular hours: 7:45-3:15 Before school care: 7:00-7:45 After school programming: 3:15-5:30	Age of School	24 years
Mission Statement			
MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			

Faithfulness to Charter

Charter School Performance Criteria Relating to Faithfulness to the Charter

Criterion 1: Mission and Key Design Elements

Mission, vision, educational philosophy and pedagogical approach:

MCCPS fosters a community that empowers students to reach their highest potential. The faculty, staff, and administration, the parent body, community members, and students are all committed to this ideal, and enormous energy and passion are invested regularly in pursuing our mission.

Key design elements:

The key design elements of the school continued through this Charter Term: a student-centered learning environment that included frequent opportunities to engage in project-based learning, problem-solving, critical thinking, collaboration, creativity, and communication. All students presented to their parents and teachers, the wider community, and their peers during three Public Exhibitions of Student Work per year (in each November, March, and June). The teachers exercised considerable autonomy regarding how and when the state frameworks were addressed. Their talents and expertise resulted in robust and highly effective learning experiences for the students. Parents were afforded opportunities to contribute substantively and meaningfully to the life of the school, including involvement in the curriculum, governance, enrichment, and PTO.

Examples of the Mission in Action

Completion of 1-to-1 Program:

Access to technology and learning materials are key prerequisites to our students' success. Student devices are an unrivaled tool for learning and to share one's learning. While learning can most certainly happen without the use of technology, the lack of it can restrict opportunities for our students and staff. Access to learning materials has never been higher. 100% of our student population has access to 1-to-1 devices. In a recent survey, 93% of students report using their device every day in their core classes. 86% of teachers use online platforms (Google Classroom, Big Ideas Math, etc.) to share learning material for students.

While access to these devices is important, it is even more important to ensure these device support student learning and the mission of the school, including learning from and contributing to the community. Students have multiple opportunities to share their work, both collaboratively on group projects with their peers and during our student exhibitions, but also as a continual practice of learning and growth in our online portfolios.

Service Learning:

Three years ago, we began an effort to reinvigorate our Community Service Learning (CSL) program. This effort started with professional development provided by Harkins Consulting, a reputable provider of service learning for Department of Elementary and Secondary Education and schools across the country. We learned about KIDS Service-Learning model including key principles, elements, and entry points for integrating CSL into our classes. In subsequent professional development sessions, teachers developed integrated units that married their classroom content with KIDS Service-Learning framework. Every grade level implemented a CSL unit. The 7th grade team developed a student mentor program to help support younger students socially and academically. Other grade levels established connections with outside organizations including Salem Sound CoastWatch, MassBike, and the New American Society. These

students explored diverse problems connected to ocean ecology, bike safety, and immigration. The school has established both an on-site Little Free Pantry and Little Free Library.

In SY 2018-2019, supported with grants from and the MCCPS PTO and Friends of Marblehead Public Schools, have implemented the Anti-Defamation League’s A Classroom of Difference. The Anti-Defamation League Student Leadership Team has been empowering the students to identify bias and foster civil discourse. Our highest ambition is to grow leaders who will make our world a better place for everyone. The students and teachers will inspire substantial and sustainable change at our school and beyond.

Amendments to the Charter:

Date	Amendment Requested	Pending or Approved?
8/11/16	New Accountability Plan	Approved

Criterion 2: Access and Equity

Recruitment and Retention:

Marblehead Community Charter Public School is committed to enrolling a student population that reflects the demographics of its sending districts. The school works to ensure that students with disabilities, students who are economically disadvantaged and students who are English language learners, are aware of and attracted to the Marblehead Community Charter Public School, and consider it a valuable and effective educational option. Over this Charter’s term, Marblehead Community Charter Public School has employed several strategies intended to recruit and retain students whose demographics match our sending districts more closely.

The Marblehead Community Charter Public School Community welcomes a diverse student body. Our student body is representative of our sending districts as a percentage. Our sending districts have limited diversity. This, compiled with the recent inability to accept non-sibling students from Lynn and Salem, makes it challenging to make significant changes to the student demographics in the short-term.

Students with Disabilities:

Currently more than twenty-four percent of the students at the Marblehead Community Charter Public School are students with disabilities. Comparing this to the Department of Secondary Education’s Comparison index for the top sending districts shows that we are attracting and enrolling an increased percentage of students from this demographic. Every year of this charter term, the percentage of MCCPS students has been consistently above the Comparison Index. Over the past two years, we have seen an increase in the number of students with more significant needs. We feel this in part is attributable to the outreach our SEPAC chairperson has made to our sending districts.

Economically Disadvantaged:

Of Marblehead Community Charter Public School’s 228 students, 10.5 percent were classified as economically disadvantaged. This is up sharply from the previous two years when the percentages were below three percent. This increase puts our percentages squarely between our two largest sending districts. We attribute this to our recruitment strategies, and the changes that have been made in the way students are classified as economically disadvantaged.

The Marblehead Community Charter Public School participates in the Federal Free and Reduced Lunch program. Currently 12.7% of our students qualify for free lunch, and less than 1% qualify for reduced lunch

pricing. Because of the changing of the districts we are allowed to accept from, it is difficult to predict how this number may change. The school anticipates that the percentage of students who are economically disadvantaged will continue to mirror our local sending districts.

English Language Learners (“ELL”):

In this most recent charter term, Marblehead Community Charter Public School has had fewer students who indicate on their Home Language Survey that their first language is not English than do our comparison schools. This has led to a very small percentage of students who are ELL’s. While we welcome more ELLs, our recruitment efforts have been curtailed by the limited diversity in the districts we are able to accept from. We anticipate our numbers continuing to trail behind comparison schools. We have supported faculty in obtaining their Sheltered English Immersion endorsement. Three Administrators have the SEI endorsement, as do most of our teachers. It has been listed as a condition in contracts for some who have not obtained it yet.

Student Attrition:

Attrition rates for all students were significantly above those of comparison schools and those of our primary sending districts. We have seen the largest rate of attrition in the students going from 6th to 7th grade. This largely explained because the town district has a school for all of its 7th and 8th graders.

Marblehead Community Charter Public School has been active in learning the reasons for the increase in attrition and responding to the causes for student withdrawals. A Student Attrition Study was conducted and presented to the Board on May 29, 2018. This study first looked at the problem that despite the relatively similar attrition for several years, the number of students who exited spiked last year to nearly 22%. The previous two years were just above half that at 11.3% and 11.4% respectively. Surveys and/or discussions have been had with parents and students who had left over the past three years. Teachers were also led through a Professional Development looking to learn more about this trend. The working group has run an analysis of all the available data so far. From that, they have siloed the findings into three primary categories: Social/Peers, Organization/Administration, with subcategories of behavior, staff retention, communication and follow through, and Academic/Curriculum. The task force has come up with immediate and longer ranging recommendations and action items. These are issues that we acknowledge that, real or at least perceived, need more focused attention. These are being shared with the new Head of School (start date 7/1), and a plan will be implemented to address these issues.

Informing the Public about Programing for Underserved Populations:

Marblehead Charter wants to ensure that everyone in or interested in the school community has equal access to district and school publications, including enrollment information, Parent/Student Handbooks and other important documents. Translation for many of the documents is available directly from the school’s website. These documents are currently available in hardcopy in both Spanish and Russian, reflective of the Home Language Survey as its primary assessment tool for providing translation and interpretation services. Translation of other languages is available upon request.

Marblehead Charter also wants to ensure that everyone in the school community has equal access to productive in-person meetings. If it is requesting on the home language survey that a translator be at meetings of conferences, we will make sure one is provided. Similarly, if we feel that it would be helpful we will schedule to have a capable person attend the meeting for the purpose of clear communication.

Behavioral Trends:

Effective discipline comes from the belief that teaching students to take responsibility for their behavior is more important than simply enforcing the rules.

Marblehead Charter is a place where children, parents, and educators work together to create an atmosphere that encourages and promotes learning. Educators at Marblehead Charter promote and implement a positive discipline plan that identifies and teaches behaviors allowing students to become effective problem solvers and decision makers. Each child is responsible for his or her own behavior choices.

Good discipline is essential for learning and should be based upon mutual respect for the rights and property of others, respect for those placed in positions of authority, and respect for fellow students. No one will be allowed to jeopardize the health, safety, or learning environment of a fellow student. At Marblehead Charter, we expect our students to show proper behavior at all times at school, in the community room, on the field, and on the way to and from school.

Students who choose to follow the rules are recognized in a variety of ways, including verbal praise and being acknowledged publicly through receiving written Commendations. Students who choose to disobey rules face consequences. The severity of the consequence is based upon the severity and/or frequency of the rule infractions. Out of school suspensions are used only in extremely limited circumstances. In-School suspensions are also used sparingly. Students will work on classwork under the supervision of the Assistant Head of School. An important component of any discipline at MCCPS is parental involvement. Whenever a student is suspended there is a re-entry meeting which a parent or guardian is required to attend. At this meeting, we set a clean slate, and work with both the parent to enable and encourage students to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted. The rate of all types of suspensions at MCCPS is low throughout all sub-groups. The reasons for suspension include non-violent behaviors such as repeated plagiarism, theft, inappropriate use of technology, and bullying.

Criterion 3: Compliance

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

Criterion 4: Dissemination

The Marblehead Community Charter Public School has demonstrated a long history of dissemination and collaboration with the educational community. In our Accountability Plan, we aimed to complete at least eight workshops for public school faculty. The MCCPS faculty exceeded that goal by completing eleven workshops, including hosting our own project-based learning workshop last year. Our faculty also participated in numerous on-going collaborations that included partnerships with a variety of schools and organizations. Those workshops and collaborations, listed below, represent the dedication and professionalism of the MCCPS faculty and staff:

Dissemination Efforts 2018-19

Best Practice Shared	Year	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Food Service integration	2019	Visit to school and ongoing communication	Support for Essex Tech to prepare for their Coordinated Review and Metro Monthly Meetings	Shared with local schools about innovative school practice	Essex Tech Vocational School	Sharing of best practices and meeting State / Federal requirements
Endicott Fellows Program	2019	School-based graduate student fellowship	4 th and 5 th Grade Teaching Teams	Shared with graduate about school practices	Graduate students from Endicott College	All three fellows completed the program and one fellow is joining MCCPS as a full-time faculty member

Integration of Project- Based Learning & Technology	2018	MASS-CUE Computer Using Educators' Conference - October 2018	Director of Technology	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Project Based Learning Workshop	2018	MCCPS	MCCPS Teachers	Presented at workshops about innovative school practices	Public School Teachers and Interested Community Members	Enhanced understanding of PBL and integration.

Dissemination Efforts 2017-18

Best Practice Shared	Year	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
District and Charter Collaboration	2017-18	Regular communication between the Superintendent of Marblehead Public Schools and the MCCPS Head of School	Head of School and Board Members	District and charter collaboration to share resources to support student achievement	Superintendent of Marblehead Public Schools	Continued good will; greater understanding of needs; collaboration to improve student outcomes

Project-Based Learning and Integration	2017-18	3 Public Exhibitions of Student Work at MCCPS (November, March, & June)	All faculty, staff, students, administrators and parents	Presenting a professional conference	Local district and private school educators and the community	Enhanced understanding of PBL, integration, and service learning
Integration of Project- Based Learning & Technology	2017	MASS CUE Computer Using Educators Conference October 2017	Director of Technology, Music Teacher & 8th Grade Students	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Inclusion and Project- Based Learning	2017	Pre-practicum hours including observations, participation, and meetings	4th grade teachers	Hosting students of education	Pre-practicum students from Salem State University	Better understanding of backwards design, project-based learning, classroom management
Curriculum Integration; Functions of food service; National Lunch Program	2017	Internship in Food Service	Nutrition Director	Hosting aspiring educator	Student from Simmons College	Greater appreciation for the value of integrating food service and nutrition within the curriculum
Operation of food service; National Lunch Program	2017	Visit to school and ongoing communication	Nutrition Director	Hosted new food service director	Salem Academy Food Service Director	

Dissemination Efforts 2016-17

Best Practice Shared	Year	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
RTI - Universal Screening	2016	MA - Charter Association, Mass Demonstration School	Head of School, Director of Special Ed., Assistant Head of School, Special Ed. Teacher/RTI Developer	Special Ed. Director and SPED Teacher/RTI Developer presented at the MDS - Annual Meeting the RTI and Universal Screening	Charter School Administrators, DESE representatives	Universal Screening, RTI Model
Project based learning	2016	Public Exhibitions of Student Work	All teachers, students, and administrators	Hosted other educators and community members at the charter school	Local educators and the community	Programs were available for participants; examples of student and teacher work were displayed

Project based learning	2016	DESE DissemiNation Fair	Head of School, 7 th & 8 th Grade Teachers	Presented at professional conference about innovative school practices	DESE sponsored event for school leaders and teachers from district, innovation, and charter schools	Listed in agenda; Examples and descriptions provided for participants to bring back to own schools
Integration of Project based learning & Technology	2016	MASS CUE - Computer Using Educators' Conference	Director of Technology & 8 th Grade Teacher	Presented at professional conference about innovative school practices, portfolios	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Mentoring and supporting teachers	2016	MA Charter Public School Association Fall Principals' Convening	Head of School	Presented at professional conference about innovative school practices	MA Charter Public School Association sponsored event for Charter school leaders	Listed in agenda; contacts between school leaders to continue sharing of effective practices
Inclusion	2015 - 16	School visit including tour and interviews	SEPAC Chair, Director of Special Education, Head of School, Teachers	Sharing resources or programs developed at charter school	Marblehead Public Schools - SEPAC	MPS SEPAC gained deeper understanding of the charter school's general and special education programs

Dissemination Efforts 2015-16

Best Practice Shared	Year	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Project based learning	2015	MA Library Association Conference	Technology Director, 7 th Grade Teachers	Presented at professional conference about innovative school practices	Educators from Massachusetts	Materials were shared with participants to support implementation at own schools
Music Program	2015	Books Written	Music Teacher and Band Director	Integration of Music into Curriculum	Books used in College Courses	Program Development and Integration
Program-mati	2015	Meetings	Teachers from MCCPS	MCCPS Best Practices, Integrated ELA and PBL	Met with Teachers at Village and Veterans Schools in Marblehead	Share Best Practices
Program-matic	2015	Meetings	Teachers from MCCPS	Sharing STEM program	Met with Librarians from Swampscott	Share of Program Development
Food Services	2015	Meeting	MCCPS Chef and Food Services	Best Practices	Conservatory Lab Charter School	Assistance with National School Lunch Program Application

Food Services	2014-2015	Monthly Meetings	MCCPS Chef and Food Services	Farm to Table Program	Metro North Collaborative and other Food Service Directors	Program Development
STEM Integration	2015	Presentation	5th Grade Math and Science Teacher	3-D Printer	Swampscott Middle School	Part of the STEM Initiative
Educational Evaluation Practices	2014-15	ESE's Professional Learning Network (PLN) for Supporting Evaluator Capacity	MCCPS Instructional Leadership Team	Sharing practices and resources developed at charter school	Greater Lawrence Regional Vocational Tech administration and teachers and other member schools of the PLN	Identified strategies that make the evaluation process more effective

Academic Program Success

Criterion 5: Student Performance

Additional Assessment Data	
Assessment Name: Exhibition Projects SY' 18/19 School Year	Grades Assessed: 4-8
Dates Implemented: Nov. 19th, March 14th, & June 17th	
<p>Description of Achievement Trends:</p> <p>1st Term: 90% met or exceeded teacher expectations on grade level performance assessments</p> <p>2nd Term: 92% met or exceeded teacher expectations on grade level performance assessments</p> <p>3rd Term: 94% met or exceeded teacher expectations on grade level performance assessments</p> <p>MCCPS is convinced that by teaching what we're supposed to teach (the state's curriculum frameworks/Common Core) in a student-centered and engaging manner, children will in fact learn what they're supposed to learn (AND do well on the MCAS). Our MCAS scores are consistent with our sending districts. In Math we have achieved small consistent steps toward increasing the percentage of students meeting or exceeding expectations. Only recently did we witness a small overall downturn in the percentage of students meeting or exceeding expectations. We believe some of this is attributed to the move to computer based testing. Although the questions or responses were never read, teachers have reported that students seem to have been writing less and finishing faster on the ELA MCAS test. This was addressed with staff and students prior to the 2019 testing. MCCPS Administration will review and analyze the data when it is made available. We did see significant gains within some of the subgroups. Last year there was a 10% increase in the number of students with disabilities moving into Meets or Exceeds Expectations in both Math and ELA. Each trimester culminates in a Public Exhibition of Student Work. This evening event is a celebration of the students' collective and individual learning. For their families, alums, prospective students, and the larger community, the students demonstrate what they learned, they make connections across subjects, and they explain why what they learned is important. Exhibition also serves as a means by which the teachers can assess student growth within the context of a public forum.</p>	

Criterion 6: Program Delivery

Curriculum:

The Administration demonstrates trust in the teachers' expertise and is supportive of their efforts. The HOS, with input from ILT, hires highly qualified individuals, provides ongoing professional development for all, and expects that everyone will be fully committed to effectuating high levels of student achievement and growth.

All units and lessons are grounded in the state's curriculum frameworks/Common Core. As expectations have changed, the professionals in each academic department have collaborated to effectuate a successful

transition. Within this context, the teachers enjoy extensive autonomy regarding the organization of the skills and content, delivery of instruction, pacing of learning experiences/activities, and assessment techniques. Given the students' needs, the teaching teams, with guidance and oversight from the Department Chairs, make determinations about how best to support each child. Ongoing evaluation and review of progress in all subjects via common assessments ensures that the content and skill objectives are achieved, that they are aligned across the grade levels, and that they are amended when necessary. In 2017, all of the curriculum maps were redrawn and reviewed by the Department Chairs to make sure required elements were addressed and that focus was placed on Project Based Learning and Community Service Learning. Selected spiraling, additional instruction for identified students, and regular communication with parents, teachers, and special educators provide additional assurance that the curriculum is appropriately challenging, the support is scaffolded for all, and that each child is achieving their highest potential.

Service Learning:

Three years ago, we began an effort to reinvigorate our Community Service Learning ("CSL") program. This effort started with professional development provided by Harkins Consulting, a reputable provider of service learning for Department of Elementary and Secondary Education and schools across the country. We learned about KIDS Service-Learning model including key principles, elements, and entry points for integrating CSL into our classes. In subsequent professional development sessions, teachers developed integrated units that married their classroom content with KIDS Service-Learning framework. Every grade level implemented a CSL unit. The 7th grade team developed a student mentor program to help support younger students socially and academically. Other grade levels established connections with outside organizations including Salem Sound CoastWatch, MassBike, and the New American Society. These students explored diverse problems connected to ocean ecology, bike safety, and immigration.

We will continue to support our CSL program by starting our next school year with additional professional development from Harkins Consulting. This support will help to expand our CSL offerings throughout the school. We hope this work will include developing partnerships with additional local organizations and expand the integration of CSL to additional units of study and subjects.

Enrichment:

Enrichment is an exciting and intrinsic element of the educational experience at Marblehead Charter. The Enrichment Program is a part of what makes our school unique and special. The program provides a daily opportunity for parents and community members to extend students' learning scope by working with them on a wide variety of projects and activities. From MakerSpace to knitting, team sports to cooking, and chess club to jazz band, there is something for everyone.

Enrichment was established during the school's first year to honor our mission enabling parents and community members to take an active role in the learning environment of the school while students learn directly from the extended community. Since then, Enrichment has grown to become an integral component of the school's core commitment to parent and community partnerships. Working cohesively with other members of the school and community, the students learn about themselves, while nurturing their skills and talents. These Community partnerships foster and maintain a healthy school community and enhance student engagement. The diversity of the Enrichment Program provides many opportunities, including leadership and we encourage and empower students to become leaders and positive role models.

Instruction:

Backwards-design is employed by all educators to ensure that the instruction is standards-driven, student-centered, integrated, and engaging. It is challenging, hands-on, and multi-sensory. All 51 faculty and staff are responsible for supporting the learning of the 230 students in grades 4-8. From the HOS to the Kitchen Staff, from the Teachers to the Business Manager, everyone invests him/herself in supporting instruction. The quality of instruction and assessment is ensured via regular department meetings and ongoing

professional development, including protocols intended to validate tasks/assessments and improve inter-rater reliability. The HOS, the Assistant HOS, Department Chairs, subject peers, and others frequently conduct classroom observations. Parents and Regular members of the Marblehead community are welcome and frequent participants in classroom instruction. Integration, Community Service Learning, student choice, and 3 Exhibitions per year serve to enhance student engagement (which often improves student achievement).

This charter term we have migrated to a one-to-one computer platform. Equipping all students and teachers with a dedicated computer has allowed us to utilize Google Classroom, electronic portfolios, and other tools to expand both collaboration efforts, and individualized learning goals.

Assessment and Program Evaluation:

We started using IXL in the classroom two years ago. After piloting the program in the 4th and 7th grades, we are working to implement the program for the whole school. Among the benefits is the ability to better conduct district level assessments that will not only track yearly growth, strengths and weaknesses of individual students, but also provide data year over year against different parameters. This new resource for collecting and analyzing data will lead us to continue to refine our programming.

Informal and formal data is collected and studied at the team, department, and school levels. Weekly common planning and special education consult time at each grade level ensures that all forms of assessment are shared and analyzed by every teacher involved in each student's learning. The amount of planning and consult time that is provided to teachers is valuable and exceeds what is provided in most public schools. Weekly department meetings and grade-level meetings ensure that the programs being implemented and assessed are challenging and align to common-core standards with the excitement of teacher designed curriculum. Classroom observations are accepted and welcomed by all. Feedback is delivered in a manner that is intended to acknowledge proficiency and support the continual growth of all educators.

There is deliberate attention invested in reflection at all levels of the organization. When a need becomes apparent, teachers, administrators, and parents frequently work together to address it.

Supports for Diverse Learners:

The faculty, staff, and administration of Marblehead Charter are committed to fulfilling our school's mission to empower each child to reach his/her highest intellectual, artistic, social, emotional, and physical potential. As an example, MCCPS designed a universal screening process for all incoming fourth graders that enables us to understand, support, and challenge each child appropriately. The screening is composed of several short, grade level appropriate assessments, including reading, writing, listening, and speaking, computation and problem-solving skills, fine and gross motor skills, executive functioning, and social/emotional skills. The information gathered during the screening process is used over the summer to determine staffing, scheduling, and advisory assignments, so that every student will be poised for a smooth transition and a great start to the year. The data is not used to discriminate, and no child is denied entrance to Charter based upon the results of the screening.

Criterion 7: School Climate and Family Engagement

Culture and Family Engagement:

The school supports students' social and emotional health by fostering a community that provides a safe and respectful learning environment that welcomes and engages family members and the community. The following are key aspects supporting that engagement:

Health and Wellness Curriculum

The Health and Wellness curriculum from grades 4 through 8 specifically addresses social-emotional topics such as conflict resolution, being an upstander versus a bystander, understanding and managing emotions, active listening and communication skills, empathy, stress management techniques and healthy relationships through the classroom blocks and enrichments.

ADL Peer Leader Program

In our first year implementing the Anti-Defamation League's A World of Difference Peer Leader Program, 25 students in grades 7 and 8 were trained to give presentations to younger students and peers about discrimination, bias, prejudice, and ways to recognize bigotry and be an ally. The ADL Peer Leaders have also presented to the staff and families/community members to help bring awareness to the program and the overall goal of a more inclusive learning community. The ADL Peer Leaders will be attending the 25th Annual Youth Congress in Boston to meet with other ADL groups across New England and participate in workshops to help enhance our program at MCCPS.

Charter Conversations and Wellness Committee

Along with sending home curriculum information for each grade and providing updates about what is happening in class and with the ADL Peer Leader Program, the Wellness Team at MCCPS has started offering a series of open meetings called Charter Conversations that allow parents, families, and community members to come in the evening and speak with each other and the Student Services staff about relevant health and wellness topics. Topics included are the ADL program, social media safety, and summer safety tips. Also, the Wellness Team (food services director, school nurse/health teacher, guidance counselor, physical education teacher, and administration) has been meeting with the Wellness Committee which includes parents/guardians and community members to review and update the school's Wellness Policy and discuss current health and safety issues as they arise.

Second Step Program for all 4th Grade Students

The Second Step program teaches skills in the following four areas:

Skills for learning: students gain skills to help themselves learn, including how to focus their attention, listen carefully, and be assertive when asking for help with schoolwork.

Empathy: students learn to identify and understand their own and others' feelings. Students also learn how to take another's perspective and how to show compassion.

Emotion management: Students learn specific skills for calming down when experiencing strong feelings such as anxiety or anger.

Problem solving: Students learn a process for solving problems with others in a positive way.

The Zones of Regulation: A Framework to Foster Self-Regulation and Emotional Control curriculum for 4th and 5th Grade Students

"The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behavior approach, the curriculum's learning activities are designed to help students recognize when they are in different states called "zones", with each of four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another.

Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.”

Other Areas of Engagement:

- Recurring annual events such as Back to School BBQ, Grandparents’ Day, Veteran’s Day Festivities, Music Extravaganzas, Parent Socials, etc.
- Parents are welcome in the building and at school events
- Established mentoring program between 7th grade and incoming 4th grade students
- Student Government with representation from all grade levels

Safe Environment - the following list represents some examples of how MCCPS promotes a safe environment for our students:

- Continued use of enhanced security systems including front door buzzer w/ capacity to see those at the door, upgraded master key system throughout the building; all classroom and office doors can be locked
- Successful completion of fire and lockdown drills included training of employees and students
- Use of plot plan of building for use by emergency personnel, including the numbering of exterior and interior doors, First Responder Emergency Information Binder with *BeSafe Technologies*
- Partnership with the Marblehead Police, including regular spot checks by police for building security
- Daily community meetings model expectations, help students to develop routines, and build community school-wide
- Well-structured professional development and mentoring programs allow consistent opportunities for faculty/staff growth and reflection
- Extensive orientation, mentoring, and continued support for new faculty/staff
- Annual training for employees in CPR, mandated reporting, epipen/food allergies, restraint training/de-escalation techniques
- Full-time Guidance Counselor, Nurse, and Assistant Head of School ensure constant awareness of and attention to student concerns
- Counseling available to students and parents per IEPs, 504s, and as needed
- Any instances of conflict/bullying are dealt with swiftly
- Regular maintenance of fire alarm, defibrillators, & safety equipment
- Grade level teams, Incident Management Team, Student Study Team meet regularly to address/anticipate/monitor issues
- Walkie-talkies carried by identified personnel throughout the day
- Visitor sign-in procedures
- CORI and SORI of all who will work with students, including Enrichment teachers, interns, coaches. Conducting the SORI goes above and beyond the state’s requirement. Fingerprinting is being adopted in stages
- Regular fire drills coordinated w/Marblehead Fire Department
- All faculty/staff are responsible for all students; all students are responsible to all faculty/staff.
- Older students receive training in how to work with younger students during mentoring and mixed grade tables, and chores
- Appropriate behavior are acknowledged and/or commended. Inappropriate behaviors are redirected, and instruction and/or consequences are issued as needed
- To achieve the goal of a safe school, a commitment is made to continual adult presence throughout the school day, particularly during less structured times. A faculty/staff person sits at circular tables with students for morning meeting/breakfast and lunch. This proximity allows faculty/staff to join in conversations with students and build more personal relationships, as well as monitor their

conversations/behavior with each other. This same approach of proximity to students is maintained during recesses and transition times throughout the school day. Faculty/staff are assigned duty positions and are encouraged to participate in outdoor recesses as well as the Community Room and hallway monitoring, even if not on duty.

- MCCPS has also established a positive conversation model when student words or actions are inappropriate, especially with regard to physical and emotional safety. Faculty/staff approach students immediately to inquire about what is happening and if they need assistance in doing the right thing. Follow-up steps often involve individual conferences or a group session to get to the bottom of the difficulty. Faculty/staff may involve the Guidance Counselor and/or the Assistant Head of School for particular situations. The Guidance Counselor, Assistant Head of School, and Nurse proactively meet with students to speak about respectful behavior in peer interactions when they become aware of a concern.
- Students have the opportunity each trimester to sign up for Chat n' Chow, as well as "Girl Power" or "Man-Town" groups. Students identified as having difficulty with acting appropriately when interacting with peers and/or younger students are encouraged/required to join. MCCPS partners with parents for support, especially when it is determined that a student needs counseling, whether individually or in a group session.
- The Behavior Referral System is intended to treat children with dignity and respect even when they are in trouble. The referral gives students an opportunity to reflect upon their actions, consider what they should have done instead, and state whether or not they feel that they were treated fairly.
- All members of the community are responsible for fostering a safe community that is free from bullying, harassment, and discrimination for all members of our school community. Bullying can be reported anonymously via the school's website or by speaking to any employee.

Addresses the physical, social, emotional, and health needs of its students:

- School personnel include a full-time nurse and full-time guidance counselor. Men and women of varying ages from early twenties to early 70s provide a wide spectrum of adult contacts for students. Social skills groups, lunchtime conversation groups, planned and impromptu counseling all contribute to supporting the students' health and well-being.
- The Marblehead Counseling Center is a longtime supporter of the students and faculty/staff.
- All students engage in 90-minutes per week of high-quality physical education.
- Two recesses per day provide time for students to exercise and socialize with friends. Supervision during recess includes monitoring play, interactions between students, and noticing if anyone is alone/lonely.
- The food that is served at breakfast and lunch is made by scratch on the premises. An organic vegetable garden and a pear tree on the property provide healthy and pesticide-free produce for meal.

Develops strong relationships with families/guardians to promote & support student success:

- Professional development for faculty/staff regarding special needs, including Dyslexia.
- Training and support regarding grief/grief counseling led by our Guidance Counselor, Care Dimensions, and Marblehead Counseling Center. Separate and timely events provided for faculty/staff, students, and parents.
- Open Houses, Exhibitions.
- MAP conferences.
- Assignment notebook facilitates communication between home and school. All teachers respond to emails or phone messages ASAP.
- A variety of opportunities for parents to see student work and enjoy student performances, including 3 Exhibitions each year, 2 Music Extravaganzas, 2 plays.
- Parents, grandparents, and other relatives are welcome to attend breakfast and lunch.

- Enrichment provides an ongoing opportunity for parents to be active participants in the learning activities available to students.
- no clue what she used.
- Enrichment provides an ongoing opportunity for parents to be active participants

Academic Program Success

Criterion 8: Capacity

The school sustains a well-functioning organizational structure, that clearly delineate roles for staff, administration, and board members.

- Continuity in the leadership position throughout the term of the Charter
- HOS contract renewed for 2014-2017 and 2017-2019
- Adopted and Successfully implemented Hoed of School Succession Plan
- Successful Search for a New Head of Schools that embodies ideals and Mission of MCCPS
- New Head of School contract for 2019-2022
- HOS fully committed and actively engaged in all aspects of the school
- HOS meets or exceeds most goals in yearly evaluation
- Job descriptions exist for the HOS and Board Members

Professional Climate:

The school has structures for regular, frequent collaboration and professional development to improve implementation of the curriculum and instructional practice. Considerable time within the weekly scheduled is dedicated to common planning and professional development.

- Weekly 90-minute grade level common planning time with an assigned integrated arts teacher provides opportunities for collaboration, integration, alignment of expectations
- Responding to staff input PD has become more targeted and been moved to dedicated ½ days. This has allowed for longer sustained periods of time, that are more productive and affords greater participation
- Weekly department working lunches from 12:00-1:00

Excerpts from Faculty/Staff Satisfaction Survey SY 18-19:

Please indicate your level of agreement with the statement...	Percentage of Respondents who answered Agree or Strongly Agree
..My work at Charter is professionally satisfying.	88%
..I know that my colleagues will help me when needed.	91%
..Teacher leadership and autonomy in the areas of ..curriculum, instruction, and assessments contribute to teacher job satisfaction.	82%
..Targeted professional support contributes positively to teacher job satisfaction	74%

Criterion 9: Governance

The Board of Trustees:

Marblehead Community Charter Public School has benefitted from an active, engaged, and competent Board of Trustees since its inception, and especially during the most recent charter term. The MCCPS Board has a strong track record regarding proven loyalty to the school and acting in the best interests of the organization. In accordance with its bylaws, The Board holds the charter from the state and is responsible for ensuring that the policies of the School:

- (a) comply with all applicable laws and regulations; and
- (b) ensure that the school is an academic success, organizationally viable, faithful to the terms of its charter, and earns charter renewal.

The Board also provides input and perspective to the HOS regarding strategic direction, priority focus areas, and operational questions raised by the HOS. New Trustees participate in an orientation by current Board members to educate them on their legal and ethical responsibilities. During the upcoming 2019-2020 school year the Board of Trustees will commence the process of revising the Board's bylaws and expect to complete this process in the Spring of 2020. Through adherence to the bylaws and effective orientation, the MCCPS Board of Trustees holds a clear understanding of their governance-only role, and effectively avoids participating in the management of daily operations or staffing matters.

The Board conducts due diligence in development, oversight and implementation of a budget to ensure fiscal stability. The Board, in conjunction with the Finance Committee, reviews the annual audit to ensure compliance with Federal and State regulations.

Board Systems and Procedures for Effective Decision Making:

All MCCPS Board and Committee meetings are posted in compliance with the Massachusetts Open Meeting Law. MCCPS Board meeting agendas include opportunities for public comment at the beginning and end of each monthly meeting. Meetings follow Robert's Rules, encouraging participation from all Trustees, and resulting in a clear path and record for each decision. With highly engaged Board membership, discussions are consistently thoughtful and thorough, with dissenting or questioning voices welcomed. All Board meetings include reports from each Board Committee, Student Presentations, as well as a report from the Head of School. The Board and Committees utilize Board on Track for Meeting Coordination and Dissemination of Meeting Schedules and materials to the community.

Board Oversight:

The Board is the hiring authority for the school's Head of School. In 2019, the Board conducted a successful search for a new Head of School. The new Head of School began on July 1, 2019, and has a three-year contract through June of 2022.

The Board collaborates with the Head of School each year to set and approve annual goals for the Head of School and engages in a thorough review of the Head of School's performance against these goals as well as against the MA School-Level Administrator Rubric. The Board of Trustees in collaboration with the administration, write, administer, and review the annual Satisfaction Survey set to the MCCPS Community.

The Board's Finance Committee meets monthly with the Head of School and Business Manager to review all relevant financial reports, and to compare budget to actual progress. They meet with the auditors to review each year's audit report. The Finance Committee also engages in the budgeting process, reviewing draft budgets and assuring that educational priorities are being met. All Trustees review the proposed annual budget prior to final approval.

The Board's Academic Excellence Committee meets monthly with the Head of School, Assistant Head of School and Curriculum Director review a wide range of data and policies. The Academic Excellence Committee brings particular focus to Criteria 4, 5, 6 and 7, focusing on one criteria at separate monthly meetings. They review MCAS data, student progress report data, and the assessment practices at the school.

The Board's Governance Committee focuses its attention on board continuity and internal health. This committee identifies and recruits new Board and committee members with attention to balancing expertise and perspective. The committee on-boards incoming members and facilitates required DESE tasks. The committee organizes and facilitates an annual retreat to review the past year and bring focus to priorities for the upcoming year. These events always foster thoughtful conversation, build perspective, and help set Board and Head of School goals and priorities for each upcoming year.

Strategic Successes:

During SY15, the Board completed the purchase of the building that houses MCCPS. Through a partnership with Mass Development, a mortgage was secured from East Boston Savings Bank. This will allow for future expansion of our facilities and programming.

In SY18, the MCCPS Board reviewed the existing strategic plan and collaborated with the school administration to develop a new plan for the 2019-2024 timeframe. This process included a SWOT (Strengths, Weaknesses Opportunities, and Threats) analysis, as well as consideration of how best to successfully pursue effective implementation of the school's mission. A diverse planning committee representing various stakeholder groups (faculty, staff, parents, alumni, community members, etc.) was enthusiastically involved in this process. Understanding that authentic parent and community engagement is essential to our school, the process began with a "Community Conversation." This facilitated small-group discussion took place in March 2018 and brought together over 50 interested parties who collectively shared their thoughts and ideas for the future. Our teachers and staff participated in a similar planning activity and their input was included along with online surveys from a variety of other community members who could not participate in person.

Criterion 10 Finance

During the current charter term the school:

- Purchased its building and campus. Working with East Boston Savings Bank and MassDevelopment, acquired a mortgage that allowed MCCPS to purchase the building and campus to stabilize expense and assume control over the school's long-term future. The previous property lease contained annual 3% escalators. By converting to the mortgage, the school was able to stabilize this expense at 2007 levels
- Established a new 501c3, the Marblehead Charter Education Fund, which has raised tens of thousands of dollars for the school
- Successfully applied for \$20,000 in grants from The Friends of the Marblehead Public Schools
- Added services and sources of revenue by expanding the Summer at Charter Program and After School Clubs, as well as our relationship with the North Shore Children's Theatre
- Expanded direct student support/SPED staff without creating structural budget issues
- With the Business Manager and the HOS, FinCom updated the school's Finance Policies & Procedures during the fiscal year. The comprehensive policy was approved by FinCom on June 18, 2019 and voted on by the Board of Trustees June 25, 2019. Review and revision are conducted annually
- Actuals to date, a current balance sheet, P&L by class and related items are presented to the Board during an open meeting each month
- Monthly FinCom meetings are posted on the calendar on the school's website and are open to the public

- The Business Manager sends financial data to the Treasurer on a monthly basis for review and presentation to FinCom
- There was a seamless transition to a new Treasurer in 2016 and 2019
- Management has worked with the independent auditor to address findings, improve regular practice and increase internal controls
- Management regularly investigates alternative utility, benefit providers, and material sources in an effort to reduce expenses
- MCCPS faculty regularly apply for outside funding through grant applications

Plans for the Next Five Years:

The MCCPS Strategic Plan is designed to ensure that the human, financial, and capital resources of the organization are efficiently and effectively aligned to fulfill our mission, remain faithful to our charter, and reach our goals over the next three years. With input from over 150 faculty, students, parents and community members the following is a summary draft of the goals developed:

Student Success Goals

The learning experiences for students will be innovative, highly-engaging, and appropriately challenging for diverse learners so that each student will be empowered to reach his/her highest potential.

Goal 1: Provide seamless academic learning experience that leads to academic excellence in each grade.

Goal 2: Implement a social/emotional curriculum to facilitate healthy interpersonal relationships.

Goal 3: Implement strategies to support and increase student perseverance, leadership, initiative, and problem solving.

Goal 4: Develop system to quantify and assess multiple areas of student achievement.

Goal 5: Graduate student leaders who will confidently transition to either public or private high schools and be successful in all their endeavors.

Educator Success Goals

The professional experiences for faculty, staff, and administrators will honor their expertise, support their continual growth, and recognize their contributions to the achievement of the school's mission.

Goal 1: Increase professional development so teachers continue to learn and stay current on best pedagogical practices.

Goal 2: Nurture an environment that supports the implementation of project based learning at all grade levels.

Goal 3: Celebrate student, faculty and community success and share best practices as leaders in innovative education.

Parent & Community Success Goals

Strong partnerships between and among students, staff, parents and sending community members will be a hallmark of our school.

Goal 1: Increase opportunities for parent involvement and deepening of relationships with teachers, staff and peers.

Goal 2: Expand outreach, exposure and support of Marblehead and our other sending communities through events, community partnerships, and service learning.

Goal 3: Build a strong alumni association.

School Operations Goals

The use of sound planning, clear policies and effective management are essential to success.

Goal 1: Create and implement a sustainable financial model that will support a high level of student learning.

Goal 2: Enhance the physical plant in line with the financial model.

Goal 3: Establish behavioral/social/emotional norms necessary to be successful now and in the future.

Goal 4: Recruit and retain a strong faculty and student body.

Appendix

Appendix A Accountability Plan Performance

Faithfulness to Charter

	Charter Term Performance (Met/Not Met)				Evidence (provide year to year data, if needed)
	2015-16	2016-17	2017-18	2018-19	
Objective: MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1					
Measure: Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.	MET	MET	EXCEED ED		86% (25 of 29) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity
Measure: Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric	MET	MET	EXCEED ED		100% of the teachers who have been employed for at least 2 years achieve proficient or above on IV-D-1.
Objective: MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2					
Measure: Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.	MET	MET	EXCEED ED		100% of teachers collaborated with their colleagues to create PBL experiences for their students. The projects were present to the community during Public Exhibitions of Student Work in November, March, and June.
Measure: Each trimester at least 80% of students will achieve proficient or higher on project-based assessments	MET	MET	MET		200 of the 230 students (87%) earned proficient or above on the rubrics associated with their projects.

that are aligned to grade level standards in the core subjects*.					
Objective: MCCPS will employ a portfolio system to document student achievement and growth. KDE 3					
Measure: Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.		MET	MET		100% of the students have documented a PBL assessment. All have reflected regularly.
Measure: Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric		MET	MET		92% of students achieved proficient or higher on the MCCPS Portfolio Rubric.
Objective: MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.					
Measure: By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment.			On Target 7 of 8 completed		1. MASS CUE Conference, 10/15 2. MASS Library Association, 8/16 3. MASS CUE, 10/16 4. DissemiNATION, 11/16 5. MCPSA Principals' Convening, 9/16 6. MASS CUE Conference, 10/17 7. Project-Based Learning Workshop at MCCPS, 5/5/17

Appendix B Certification

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for Marblehead Community Charter Public School located at 17 Lime St, Marblehead, MA is true to the best of my knowledge and belief; and further, I certify that the school:

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

10. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.
11. Will comply with all other applicable federal and state laws including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).
12. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the state assessment test (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).
13. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).
14. Will submit an Accountability Plan following the school's renewal, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(l)) and guidelines.
15. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj), or at such other time as designated in 603 CMR 1.08 (3)).
16. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).
17. Will submit required waitlist report data as required by the Department of Elementary and Secondary Education by the required deadlines (Mass. Gen. Laws c. 71, § 89(n), and 603 CMR 1.08(6)).
18. When constructing or renovating a facility, will operate in compliance with state requirements regarding designer selection, Mass. Gen. Laws c. 7C, §§ 44-58; public bidding, Mass. Gen. Laws c. 149; public works construction, Mass. Gen. Laws c. 30, § 39M; and prevailing wage, Mass. Gen. Laws c. 149, §§ 26-27.
19. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).
20. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.
21. Will participate in the Massachusetts State Teachers' Retirement System (Mass. Gen. Laws c. 71, § 89(y)).
22. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal Every Student Succeeds Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).
23. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

24. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).
25. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
26. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school's board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).
27. Will ensure that every member of the school's board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth's open meeting law and conflict of interest law (603 CMR 1.06).
28. Will ensure that all members of the school's board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.
29. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).
30. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).
31. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(k)(5)).
32. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).
33. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

Signature:

Title: Chair of Board of Trustees

Date:

Renewal Application Certification Statement

Name of School:	Marblehead Community Charter Public School
Location:	Marblehead, MA

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

Signature: Chair of Board of Trustees (or designated signatory authority)

June 25, 2019
Date

Print/Type Name:	Arthur F Sullivan, III
Title (if designated):	Chair
Date of approval by board of trustees:	June 25, 2019

Appendix C Documents

Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. Different municipalities may utilize different permit systems and inspection procedures. Schools should be aware of these differences and be mindful that the local inspectional services department and fire department can provide helpful guidance in navigating a potentially complex and time-consuming process. If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019. Please attach the following as a part of Appendix C:

- Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
- Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
- Up-to-date Building Safety Inspection/Certificate of Inspection
- Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- Up-to-date Health Inspection/Health Permit
- Up-to-date Insurance Certificate(s)
- Most recent Asbestos Inspection and AHERA Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed Lead and Copper in Schools Maintenance Checklist
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan

Appendix D
Additional Information

Board of Trustees Turnover

The table below lists the number of board members joining and leaving the board in each school year of the current charter period:

School Year	Total Membership	Members Joining	Members Departing
2015-16	14	3	5
2016-17	16	6	5
2017-18	10	3	2
2018-19	15	6	2

Appendix E Application Content Checklist

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

- Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
 - School name
 - School address
 - School contact information: name, title, telephone, and email address
 - Date that the school’s board of trustees voted approval of the Application
 - Application submission date
- Cover letter (optional)
- Table of contents listing all major sections and appendices
- Introduction to school (Table)
- Performance and plans section (should not exceed 25 pages)
 - Faithfulness to Charter
 - Criterion 1: Mission and Key Design Elements
 - Criterion 2: Access and Equity
 - Criterion 3: Compliance
 - Criterion 4: Dissemination
 - Academic Program Success
 - Criterion 5: Student Performance
 - Criterion 6: Program Delivery
 - Criterion 7: School Climate and Family Engagement
 - Organizational Viability
 - Criterion 8: Capacity
 - Criterion 9: Governance
 - Criterion 10: Finance
 - Plans for the Next Five Years
- Appendices
 - A. Accountability Plan Performance
 - B. Statement of Assurances and Certifications
 - Statement of Assurances
 - Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
 - Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
 - C. Documentation of compliance with all building, health, safety, and insurance requirements. If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2019:
 - Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy
 - Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report
 - Up-to-date Building Safety Inspection/Certificate of Inspection
 - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
 - Up-to-date Health Inspection/Health Permit
 - Up-to-date Insurance Certificate(s)

- Asbestos Inspection and Management Plan (if applicable)
- Lead Inspection Certification (if serving students under the age of six) and de-leading Renovation, Repair, and Painting (RRP) certifications (if applicable)
- Completed Lead and Copper in Schools Maintenance Checklist
- Up-to-date Multi-Hazard Evacuation Plan
- Up-to date Medical Emergency Response Plan
- D. Additional Information, as required in these Guidelines
 - Board of Trustees Turnover