



# **MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL**

## **Annual Report**

### **2023-2024**

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](mailto:sbrant@marbleheadcharter.com)

Website: <http://marbleheadcharter.org>

Date Approved by Board of Trustees:

Date report submitted: 7/31/2024

## TABLE OF CONTENTS

Introduction To School	3
Letter From The Chair Of The Board Of Trustees	4-5
School Performance And Implementation	6
Faithfulness To Charter	7-10
Access And Equity	10-12
Dissemination	12-15
Academic Program Success <ul style="list-style-type: none"> <li>• The MCCPS Report Card</li> <li>• Program Delivery</li> </ul>	15-19
Organizational Viability <ul style="list-style-type: none"> <li>• Unaudited FY24 Income Statement</li> <li>• FY24 Balance Sheet</li> <li>• FY25 Operational Budget</li> <li>• FY25 Enrollment Table</li> <li>• Capital Plan FY25</li> </ul>	20-25
Appendix A: Accountability Plan Evidence 2023-24	26-32
Appendix B: Recruitment And Retention Plan 2024-25	33
Recruitment Plan	33-39
Retention Plan	40-48
Appendix C: School And Student Data Tables	49
Administrative Roster And Staff Attrition Data	49
Teacher And Staff Attrition	50
Board Members	51-52
Appendix D: Additional Required Information	53
Facilities & Enrollment	53
Appendix E: Conditions, Complaints, And Attachments	54

## INTRODUCTION TO THE SCHOOL

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



### **LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES**

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

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

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

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

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

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

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

Sincerely,

Kathryn E. Holt  
Chair, MCCPS Board of Trustees

## **SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION**

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

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

## **FAITHFULNESS TO CHARTER**

### **Mission, vision, educational philosophy and pedagogical approach:**

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

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

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

### **Key design elements**

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

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

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

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

**Teacher Leadership:**

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

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

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

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

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

**Project-Based Learning & Student-Centered Learning Environment:**

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

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



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

*4th Grade Projects:*

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

*5th Grade Project:*

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

*6th Grade Project:*

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

*7th Grade Project:*

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

*8th Grade Project:*

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

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

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

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

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

## CRITERION 2: ACCESS AND EQUITY

### STUDENT DEMOGRAPHIC INFORMATION

#### Enrollment by Race and Ethnicity 2023-2024

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

### **Selected Populations 2023-2024**

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

### **Student Discipline Report 2022-2023**

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

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

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

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

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

### CRITERION 4: DISSEMINATION

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

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

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



## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE

#### [The MCCPS School Report Card](#)

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

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

.

### CRITERION 6: PROGRAM DELIVERY

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

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

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



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

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

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

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

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

**School Culture:**

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

**Academics:**

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

- 12. Differentiated Instruction: Implemented differentiated instruction strategies to meet the diverse learning needs of students and ensure all students could succeed.
- 13. Collaborative Learning: Promoted collaborative learning environments where students could work together to solve problems and engage in critical thinking.
- 14. Extracurricular Activities: Offered a range of extracurricular activities, including clubs, sports, and arts programs, to support student engagement and development.
- 15. Community Partnerships: Developed partnerships with local businesses, organizations, and higher education institutions to provide additional resources and opportunities for students.
- 16. Student Leadership Opportunities: Created opportunities for student leadership and voice in school decision-making processes.
- 17. Continuous Improvement Cycle: Implemented a continuous improvement cycle that involved regular reflection, feedback, and adjustment of instructional practices and programs.

## ORGANIZATIONAL VIABILITY

### CRITERION 10: FINANCE

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

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

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

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

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

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

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



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

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

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

### FAITHFULNESS TO CHARTER

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

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

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

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

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

## DISSEMINATION

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

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

### REACH OBJECTIVES AND MEASURES (IF APPLICABLE)

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

\*Add or remove rows as needed.



## APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

### RECRUITMENT PLAN 2024-25

#### 2023- 24 Implementation Summary:

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

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

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

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

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

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

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

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

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

**Recruitment Plan – 2024-25 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Students with disabilities/ Special education students**

**(b) Continued 2023-24 Strategies**

**(a) CHART data**  
**School percentage:**  
 22.90%  
**GNT percentage<sup>1</sup>:**  
**CI percentage:** 16.27%

The school is above  
 GNT percentages and  
 above CI percentages

The school above CI  
 percentages

Met GNT/CI: no enhanced/additional strategies needed

Met GNT/CI: no enhanced/additional strategies needed

a. The Student Services Coordinator or a special educator will be present at each open house to answer questions and describe the program.

b. The Student Services Coordinator will be available to meet with parents when requested—before, during, or after school. Email questions will be answered in a timely manner.

c. All enrollment/recruitment information that is sent to parents/posted on the school's website will be non-discriminatory, will communicate that children with disabilities are welcome, and that all will be supported at MCCPS.

d. Members of the Special Education Parent Advisory Council will be encouraged to attend open houses in order to answer questions and describe their experiences with the teachers and special education program.

e. The SEPAC will meet monthly in order to support parent needs, and it will schedule parent learning activities at least two times per year.

<sup>1</sup>

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

<sup>2</sup>

<sup>3</sup>

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

## Low-income/ Students eligible for free or reduced lunch

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

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

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

---

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

RETENTION PLAN 2024-25

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

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

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



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

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

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

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

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

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

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

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

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



## APPENDIX C: SCHOOL DATA TABLES

### ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Stephanie Brant	Interim Head of School	3/27/2023	1/31/2024
Stephanie Brant	Head of School	2/1/2024	present
Meghan Hale	Director of Curriculum, Technology and Instruction	7/1/2023	7/31/2024
Chris Doyon	Dean of Students	7/1/2023	present
Rose Moleti	Student Services Coordinator	7/1/2023	present
Jessica Xiarhos	Director of Teaching & Learning for Math/Science	7/1/2023	present
Molly Wright	Director of Teaching and Learning for Humanities	7/1/2023	present

<b>Teacher and Staff Attrition for the 2023-24 School Year</b>				
	<b>Number employed as of the last day of the 2023-24 school year</b>	<b>Number of departures during the 2023-24 school year</b>	<b>Number of departures following the end of the 2023-24 school year through July 31st</b>	<b>Reason(s) for Departure</b> (Ex: resigned, terminated, retired, contract not renewed, etc.)
<b>Teachers</b>	17	2	3	Relocated, Termination of Employee contract
<b>Other Staff</b>	17	3	2	New employment opportunity, Position eliminated or restructured

## INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2023-24 School Year					
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Stephanie Brant	Ex-Officio	Academic Excellence, Finance Committee, Personnel, Development and Communications, DEI	1	4/2023-	N/A
Katie Holt	Board Chair	Fin Com, Personnel, Dev com	1	12/22-12/25	2031
Lindsay Smith	Board Vice Chair	Dev Com, DEI, Finance	1	12/22-12/25	2031
Ian Hunt	Board Officer	Dev Com, DEI	3	10/17-10/20 10/20-10/23 10/23-10/25	2026
Paul Baker	Trustee	Finance, DEI	3	6/16-6/19 6/19-8/22 8/22-8/25	2025
Will Rockwell	Board Officer	Finance	1	10/21-6/24	2030
Rodolphe Herve	Board Officer	Finance	2	5/19-11/22 12/22-12/25	2028
Kim Nothnagel	Trustee	Dev Com	1	8/23 - 7/26	2032
Jeff Lewis	Trustee	Dev Com, Governance	1	8/23 - 7/26	2032
Polly Titcomb	Trustee	Governance	1	11/23-11/26	2032

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

[MCCPS Board and Committee Meeting Notices](#)

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### FACILITIES

Address	Dates of Occupancy
17 Lime Street	1995

### ENROLLMENT

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

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

Conditions:  
There are no current conditions.

Complaints:  
Board of Trustees Contact Information:  
<https://www.marbleheadcharter.org/board/>

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