

**Marblehead Community Charter Public School**  
**Annual Report**  
**2015-2016**

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

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## Introduction to the School

<b>Marblehead Community Charter Public School</b>			
Type of Charter	Commonwealth	Location	Marblehead, MA
Regional or Non-Regional?	Non-Regional	Districts in Region	NA
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015
Maximum Enrollment	230	Current Enrollment	230
Chartered Grade Span	4-8	Current Grade Span	4-8
# of Instructional Days per school year	180-185	Students on Waitlist	81 students were on the waiting list at the end of the year
School Hours	7:45-3:15	Age of School	21 yrs
<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

Thanks to the leadership of our Head of School, a talented and highly effective faculty, and many dedicated parent and community volunteers, the Marblehead Community Charter Public School has completed its 21<sup>st</sup> year. We remain passionately committed to educating our children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers.

The success of MCCPS can be exemplified by our academic accomplishments. MCCPS maintains the Level 1 status as a public school. Additionally, MCCPS students consistently score well above the state and national averages on the MCAS and NWEA. An example of this success is that 98% of the 8<sup>th</sup> grade class scored proficient or advanced on the ELA portion of the MCAS. MCCPS is also recognized by those outside of MCCPS as a valued academic option with a waiting list of close to 200 students. Finally, our reputation for supporting the needs of special education students continues to rise. Currently 28% of the MCCPS students are identified as having a disability (either IEP or 504) with the state average being 17%.

The Board fully implemented a new Head of School (HOS) evaluation process this year which incorporated additional evaluation tools and made an effort to utilize new sources of data to evaluate and assist the faculty. The school also adopted TeachPoint to manage the teacher evaluation process, and the overall response from Faculty and Administrators was positive. The

number and frequency of classroom observations was increased, and the faculty reported that the feedback they received from these observations was useful and appreciated.

Though the finances at MCCPS are solid, the school continues to operate within strict budget guidelines. As in the past, the ability to retain teachers, provide technology upgrades, improve the facility, and add programming is a challenge given the operating budget. In order to address some of these challenges a new 501 (c) (3) was created to partner with the Board in its efforts to increase funding for the school. The Marblehead Charter Education Fund is the new fundraising arm of MCCPS. Another important step in the school's evolution is that hiring of its first Development Director, Mr. Jan Brodie. With the Head of School and the Board, the Development Director's role is to enhance the school's overall fundraising capabilities including a future Capital Campaign for renovation of the building. Mr. Brodie has already incorporated some new and successful fundraising events such as the Big Quiz Thing and a Spring Gala which honored 5 MCCPS community members for their significant contributions to the school. We are looking for continued success in the upcoming year.

In order to optimize the talents of the board members, the Board assigned each member to a specific committee or task force. The purpose of this was to keep all board members engaged and aware of all the Board responsibilities, and this has seemed to be successful. We are continuing with this process of designating committees to each board member.

Moving forward into the coming year, we expect to improve fundraising, drafting a new strategic plan, and develop a long-range plan for the newly acquired space. Given the many talents of the faculty, staff and administrators along with the efforts of our many parent and community volunteers, MCCPS is poised for another successful year.

Sincerely,

William Bowden

Chair, MCCPS Board of Trustees

## School Performance and Program Implementation

### Faithfulness to Charter

#### Mission and Key Design Elements

#### Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1		
<b>Measure:</b> 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.	<b>MET</b>	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
<b>Measure:</b> 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		100% of the teachers who have been employed for at least 2 years achieve proficient or above on IV-D-1.
<b>Objective:</b> MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2		
<b>Measure:</b> 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.	<b>MET</b>	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.
<b>Measure:</b> Each trimester at least 80% of students will achieve proficient or higher on project-based assessments that are aligned to grade level standards in the core subjects*.	<b>MET</b>	200 of the 230 students (87%) earned proficient or above on the rubrics associated with their projects.

<b>Objective:</b> MCCPS will employ a portfolio system to document student achievement and growth. KDE 3		
<b>Measure:</b> Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.	<b>Partially</b>	Students have reflected regularly, but a formal portfolio system has not been adopted yet.
<b>Measure:</b> Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric	<b>Not Yet</b>	The Portfolio Rubric has not been created yet.
<b>Objective:</b> MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.		
<b>Measure:</b> 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.	<b>On Target</b>	4 teachers presented at the MASS CUE Conference in October 2015

\*Core subjects: English language arts, math, science, global studies, foreign language, art, and music.

### Amendments to the Charter

Date	Amendment Requested	Approved by BESE
7-25-16	Accountability Plan Approval	

### Dissemination Efforts

#### *External PD and Dissemination of Practice*

*MCCPS faculty engaged in several professional development efforts outside of MCCPS. These efforts have ranged from ongoing collaborations with other schools to individual professional development events.*

#### *School Group Collaborations*

*District Partnership - MCCPS is fortunate to enjoy a collaborative relationship with the Marblehead Public Schools. The district Superintendent and the MCCPS Head of School meet/communicate often. Resources and best practices are shared routinely.*

*Charter Schools - MCCPS partnered with the Lawrence Family Development Charter School. The goals of this collaboration was to share practices and set up a possible student exchange. Some initial planning meetings have taken place. Both organizations are still seeking to find what will be the shared area of collaboration.*

*The Model Demonstration School Program sponsored by the Massachusetts Charter Public School Association with the goal to increase access to services for students with disabilities or who are ELL.*

### **Conferences**

*MCCPS Teachers disseminated their practices with the MassCUE (Massachusetts Computer Using Educators) and MSLA (Massachusetts School Library Association). This dissemination was comprised of three workshop presentations during the annual conferences of these two organizations. Dr. Lindsey Polizzotti, Ms. Molly Wright, Ms. Meghan Hale, and Mr. Matt Cronin led workshops on *Using Infographics to Promote Research, Multimedia Portfolios for Demonstrating Student Understanding, and Stopmotion Movies Illustrating Scientific Concepts*. These workshops allowed these teachers to share their work and the work of their students with educators from across New England.*

*At the Massachusetts Charter Public School Association Best Practices, Alanna Shone and Michael Condon presented the RTI work that had been accomplished over the course of the year as part of the Model Demonstration School Project. Participants were appreciative of the clarity and efficiency of the processes that had been developed.*

## **Academic Program Success**

### **Student Performance**

- A. School's Report Card website.  
<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04640305&fycode=2015&orgtypecode=6&>
- B. Other performance data
  - a. 100% of students demonstrated their learning each term via integrated project-based learning experiences.

### **Program Delivery**

Supports for diverse learners were improved via the development and adoption of RTI methods. Data was collected in test cases, and the collection was expanded as the usefulness of the data was realized.

Additionally, a universal screen protocol was developed and implemented for the incoming 4th graders. The screening was conducted in May, and reports were sent to all parents regarding their child's readiness for 4th grade. Some students were invited to attend summer school, and others were encouraged to read/practice math facts over the summer. All of the teachers participated in the screening, and the data was used to prepare to meet student needs by adjusting staffing, determining class assignments, etc.

### **Social, Emotional, and Health Needs**

A new office is being constructed for the guidance counselor in order to enhance service to the children and their families.

## **Organizational Viability**

### **Organizational Structure of the School**

A Development Director was hired this year to assist with fundraising.

### **Organization Chart**

Board of Trustees			
Head of School, Nina Cullen-Hamzeh			
Assistant Head of School, Bill Sullivan	Business Manager, Jeff Barry	Director of Special Education, Alanna Shone	Director of Curriculum, Instruction, & Technology, Matt Cronin
Athletics Director, Matt Young	Nutrition Director, Laura Wood		Department Chairs, Ellen Lodgen, Kay O'Dwyer

### **Teacher Evaluation**

The evaluation of teachers has always been addressed from the perspective of inspiring continual professional growth. Last year TeachPoint was adopted with a group of volunteer teachers. This year it was adopted for the full faculty, and its use has been beneficial to the management and documentation of the evaluation process.

## Budget and Finance

### A. Unaudited FY16 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

Income	
STATE ALLOCATION	2,824,508.00
FEDERAL & STATE GRANTS	62,757.00
SCHOOL LUNCH	109,147.88
STUDENT ACTIVITIES	101,315.24
INVESTMENT INCOME	174.41
OTHER INCOME	51,282.28
PTO	15,024.52
CONTRIBUTIONS	45,472.80
PRIVATE GRANTS	4,106.86
MEDICARE REIMB.	3,001.89
FUNDRAISING	40,703.89
Total Income	<u>3,257,488.77</u>
	3,257,488.77
Expense	
PERSONNEL	1,977,590.76
BENEFITS	384,875.17
STAFF DEVELOPMENT	15,880.98
SEARCH COSTS	1,312.50
SUBSTITUTE	1,744.75
DIRECT STUDENT SUPPORT	157,839.55
STUDENT ACTIVITY	66,149.33
SCHOOL LUNCH EXP	105,373.98
OCCUPANCY	175,313.26
OFFICE & ADMIN	233,973.61

DEPRECIATION	120,000.00
Total Expense	3,240,053.89
Net Income	17,434.88

**B. Statement of Net Assets for FY16 (Balance Sheet)**

Current Assets

Checking/Savings

Total Checking/Savings \$448,777

Total Current Assets \$448,777

Fixed Assets

17 Lime Street Building/Land \$4,250,000

Building Improvements \$693,300

Fixed Assets \$86,648

Accumulated Depreciation (\$907,071)

\$4,122,877

TOTAL ASSETS \$4,571,654.60

LIABILITIES & EQUITY

Current Liabilities

Accrued Payroll \$111,343

East Boston LOC \$76,568

Accrued Payroll Taxes	\$2,337
MTRB Liability	\$13,203
Payroll Clearing Account	\$6,831
Accrued Expenses	\$40,978
Total Current Liabilities	<hr/> \$251,263
Long Term Liabilities	
East Boston Savings Bank	\$4,094,309
Total Long Term Liabilities	<hr/> \$4,094,309
Total Liabilities	\$4,345,572
Equity	
Retained Earnings	\$208,647
Net Income	\$17,434
Total Equity	<hr/> \$226,082
TOTAL LIABILITIES & EQUITY	<hr/> \$4,571,654

**C. FY17 Approved Operating Budget**

State Allocation	\$2,881,307
Investment from Reserves	\$0
Other Income (Homework Club, Summer	\$13,100

School)	
NCA	\$11,300
MCEF	\$25,000
Interest Income	\$250
Total Income	<u>\$2,930,957</u>

Salaries	\$1,972,750
Payroll taxes	\$100,800
Enrichment	\$15,000
Substitutes	\$1,000
Benefits	\$275,000
Professional Development	\$3,000
Dues & Association Fees	\$5,500
Search Costs	\$1,350
Total Personnel	<u>\$2,374,400</u>

Teachers supplies	\$3,500
Curriculum supplies	\$15,000
Student supplies	\$3,500
Instructional Equipment	\$11,844
SPED supplies	\$1,000
Computer Support	\$10,000

Technology - Hardware	\$5,000
Technology-Software	\$5,000
Furnishings	\$3,000
StActFund	\$11,300
Nursing supplies	\$1,000
Total Direct Student Support	<hr/> \$70,144
Mortgage Payment	<hr/> \$89,520
Mortgage Interest	\$133,556
Maintenance	\$44,000
Cust Svc	\$25,000
Cust Supplies	\$15,000
Utilities	\$43,000
Total Occupancy	<hr/> \$350,076
Fundraising Exp	\$0
Supplies	\$1,500
Accounting	\$15,000
Legal	\$10,000
Payroll Svc	\$4,000
Printing & Copy	\$1,500
Postage	\$3,500

General Liability Insurance	\$25,801
Board	\$3,500
Public Relations & Mktg	\$0
HoS Discretionary	\$2,000
Admissions	\$500
Finance Charges	\$0
Total Office & Administrative	<u>\$67,301</u>
Total Expenses	<u>\$2,861,921</u>
Budget Excess / (Deficit)	<u>\$69,036</u>

**D. Capital Plan for FY17**

<u>Description</u>	<u>Status</u>	<u>Est. Cost</u>	<u>Financing</u>
Buy the building	Completed	4,250,000	East Boston Savings Bank & Mass Development
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY17	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY18	\$10,000	Operating capital
Completion of build-out of new space (7,321 sf)	FY19	\$1,200,000	Capital campaign

Replacement of existing fire alarm panel	FY17	\$25,000	Capital campaign
Replacement of existing burglar alarm incl. addition of exterior surveillance	FY19	\$25,000	Capital campaign
New roof	FY18	\$150,000	Capital campaign
Replace 1 rooftop HVAC unit	FY17	\$10,000	Capital campaign
New telephone system	FY17	\$25,000	Operating Capital
Replacement of kitchen floor	FY18	\$25,000	Food Service Dept.

*At the beginning of FY16, the school hired a full-time Development Director whose efforts will include the establishment of a capital campaign to begin in FY17. We anticipate results that will allow us to execute the plan as described. As of 6/30/16 the school did not have a separate Capital Campaign account.*

**Access and Equity: Recruitment and Retention Plan**

MCCPS ensures program access and equity for all students. Information in multiple languages is available, open houses include faculty, parents, and students, and tours and/or meeting with the Head of School, Director of Special Education, or others are arranged when requested. All children and families are welcome at MCCPS.

<p><b>Recruitment Plan 2016 – 2017</b>  <b>Marblehead Community Charter Public School</b></p>
<p><b>Implementation Summary:</b></p> <p>All 2015-2016 Recruitment Plan strategies were carefully and successfully implemented, and this positively impacted the number of applications received. All strategies were implemented in a time sensitive manner with specific regard to lottery application deadline, open house dates, and the general enrollment period. A high number of siblings entered at the 4<sup>th</sup> grade in 2015-2016, and the incoming class of 4<sup>th</sup> graders for 2016-2017 is over 60% siblings. The percentage of students with special needs is also high. Students with IEPs represent 23% of the student body, and an additional 5% are on 504 Plans.</p> <p>The 2016-2017 Recruitment Plan will continue to implement all current recruitment strategies, and will include further steps designed to interest the parents of low income and ELL students. These additional steps will include an offer to visit church and other community events to advertise the admissions procedures and answer questions about the school.</p>

### **General Recruitment Activities - intended to reach all students**

Information regarding the school, the application period, and open houses will be mailed to the parents of all Marblehead 3<sup>rd</sup> graders.

The MCCPS Enrollment Policy and Procedures will be available on the school's website in English, French, Spanish, and Russian. Paper copies will be available at the front office, and will be mailed to applicants when requested.

The school will host 3 open houses (1 weekday evening and 2 Saturday mornings) designed to provide information about the school and its programs, the faculty/staff, students, and parents, and the extracurricular/enrichment opportunities that are available.

The school will advertise the open houses, the enrollment/application timeline, and other school sponsored events on social media and in local newspapers (Marblehead, Swampscott, Salem, Lynn, Nahant, Peabody/Danvers and Gloucester).

The enrollment period and open houses will be advertised on MHTV.

Information will be distributed and questions will be answered during the weekend of Marblehead's popular Christmas Walk.

Tours for parents/families (in addition to the open houses) will be provided when requested.

The enrollment period and open houses will be advertised in the school's weekly newsletter, *MCCPS Highlights*, which will be emailed to currently enrolled families.

All meetings, documents, and advertisements will communicate a sense of welcome for ALL students.

Per M.G.L. c. 71 § 89 (1), MCCPS will not make statements in writing, in meetings, on tours, or during open houses that are intended to discourage, or that have the effect of discouraging, students with disabilities, students with limited English proficiency, or any other protected group of students from submitting an application to the School.

<b>Recruitment Plan –Strategies</b>	
<b>Demographic Group</b>	<b>Strategies</b>
<b>Special education students</b>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain a percentage of students with disabilities comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p><b>Strategies:</b></p> <ol style="list-style-type: none"> <li>a. The Director of Special Education or a special educator will be present at each open house to answer questions and describe the program.</li> <li>b. The Director of Special Education will be available to meet with parents when requested - before, during, or after school. Email questions will be answered in a timely manner.</li> <li>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.</li> <li>d. Members of the Special Education Parent Advisory Council will be encouraged to attend the open houses in order to answer questions and describe their experiences with the teachers and program.</li> <li>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.</li> <li>f. Opportunities to highlight the successes of students with disabilities will be explored.</li> </ol>

<p><b>Limited English-proficient students</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain a percentage of LEP students comparable to the percentage enrolled in the Marblehead Public Schools.</p> <p><b>Strategies:</b></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 LEP students are welcome, and that all will be supported to reach their highest potential.</li> <li>2. Applications will be available in English, Spanish, French, and Russian. Translations in other languages will be made available upon request.</li> <li>3. Translators will be provided to parents as needed.</li> <li>4. Print ads will include text that welcomes LEP students.</li> <li>5. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem &amp; Lynn.</li> <li>6. Information about MCCPS and the admissions process will be placed in local newspapers in English, French, Spanish, and Russian, including Marblehead, Swampscott, Salem, Lynn, Peabody/Danvers, and Gloucester.</li> <li>7. Extracurricular classes and activities will be offered to students at all grade levels.</li> <li>8. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar.</li> </ol>
<p><b>Students eligible for free or reduced lunch</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain a percentage of students who are eligible for free or reduced lunch that is comparable to the percentage of eligible students who are enrolled in the Marblehead Public Schools.</p> <p><b>Strategies:</b></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. 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="http://marbleheadcharter.org/files/free_reduced.pdf">http://marbleheadcharter.org/files/free_reduced.pdf</a></li> <li>3. The availability of scholarships for fieldtrips and other school activities will be included in promotional information about the school.</li> <li>4. The guidance 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> </ol>

<p><b>Students who are sub-proficient</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain a percentage of students who are struggling academically that is comparable to the percentage of struggling students who are enrolled in the Marblehead Public Schools.</p> <p><b>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 info 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 school.</li> <li>3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website.</li> <li>4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website.</li> <li>5. Parents will be notified as soon as possible when concern arises about academic performance.</li> <li>6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing.</li> <li>7. Professional development for teachers will address strategies for optimizing student growth and achievement.</li> <li>8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.</li> </ol>
<p><b>Students at risk of dropping out of school</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain students who are at risk of dropping out of school.</p> <p><b>Strategies:</b> 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> <ol style="list-style-type: none"> <li>1. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs.</li> <li>2. An engaging and student centered learning environment will emphasize that all students are welcome and valued.</li> <li>3. Non-academic offerings will foster feelings of success in students' areas of strength/interest.</li> </ol>

<p><b>Students who have dropped out of school</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain students who have dropped out of school.</p> <p><b>Strategies:</b> 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> <ol style="list-style-type: none"> <li>1. The Student Support Team will meet with the student and his/her parents to develop a plan that will support the child in returning to school.</li> <li>2. Area health and counseling organizations will be involved when appropriate.</li> </ol>
<p><b>Other subgroups of students who should be targeted to eliminate the achievement gap</b></p>	<p><b>Goal:</b> demonstrate a good faith effort to attract and retain subgroups of students who should be targeted to eliminate the achievement gap.</p> <p><b>Strategies:</b> 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 supports in order to eliminate the achievement gap.</p> <ol style="list-style-type: none"> <li>1. Remediation will be provided to identified students via RTI supports.</li> <li>2. Retired teachers and high-achieving students will tutor identified students.</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>

**Retention Plan 2016 – 2017**

In order to better understand the reasons for attrition, surveys and interviews are used. An exit survey is sent to the parents of a child who leaves before graduation, and an invitation to participate in an exit interview is extended to all. Only about 5% agree to be interviewed, but the process results in useful information. It has been determined that there are some reasons for student departures that MCCPS can do something about and others that are beyond the school’s control. For example, St. John’s Prep opened a middle school this September, and those parents who want a private Catholic education for their sons have opted to go there. Other reasons for departure dissatisfaction with the school, moving out of state/town, child wants/is ready for a larger student population. Departing parents are encouraged to meet with an administrator to discuss their concerns. Every effort is made to understand the reasons for attrition, so that corrections can be made where appropriate.

<b>Overall Student Retention Goal</b>	
Annual goal for student retention: <b>90%</b>	Goal: Student attrition will be no greater than 10% for reasons other than family displacement or geographical concerns.

<b>Retention Plan –Strategies</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<p>Strategies:</p> <ul style="list-style-type: none"> <li>● The school will employ a full time Director of Special Education.</li> <li>● There will be at least one full time Inclusion Teacher at each grade level.</li> <li>● The Student Study Team and/or teachers will alert the Director of Special Education and/or the school counselor as soon as a need/concern arises</li> <li>● Teaching teams will meet with the Director of Special Education weekly.</li> <li>● The Director of Special Education and the Inclusion Teachers will be available to meet with parents as needed.</li> <li>● A strong special education program staffed by qualified professionals will be provided for all special education students.</li> <li>● Summer sessions will be offered to qualifying students.</li> <li>● A Response to Intervention program/Student Support Team will be maintained.</li> <li>● Enrichment programs with less emphasis on academics will be</li> </ul>

	<p>offered.</p> <ul style="list-style-type: none"> <li>• The parents of all students who leave before graduating 8th grade will be invited to complete an anonymous electronic survey. This data will be used by administration to better understand the reasons for attrition.</li> <li>• Parents of departing students before graduation will be invited to participate in an exit interview. Information provided will be used to help staff understand the reasons a student unenrolled, and help us assess our practices and determine if changes are needed that may improve our service to students and their parents.</li> </ul>
<p>Limited English-proficient students</p>	<p>Strategies:</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 <i>Home Language Survey</i>.</li> <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 RTI/Student Study 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 Response to Intervention/Student Support Team at each grade level will meet weekly.</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 ELL services.</li> <li>• An adequate number of SEI-endorsed teachers and administrators will be on staff.</li> <li>• At least one member of the administrative team will hold SEI endorsement (Currently 3 are endorsed.).</li> <li>• Language differences will be celebrated during Community Meetings.</li> <li>• Presentations during Exhibitions will include the use of French and Spanish.</li> <li>• Extra services will be provided to students who are not qualified ESL learners but whose backgrounds suggests that they are struggling due to English language learning.</li> </ul>
<p>Students eligible for free or reduced lunch</p>	<p>Strategies:</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> </ul>

	<ul style="list-style-type: none"> <li>• The school will provide access to a counselor in order to identify additional services that are available in the area.</li> <li>• The school will provide reduced cost after school programming to qualifying students.</li> <li>• The school will provide reduced cost Enrichment programming to qualifying students.</li> </ul>
Students who are sub-proficient	<p>Strategies:</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>• Offer summer sessions to qualifying students.</li> <li>• A Response to Intervention/Student Support Team will meet weekly.</li> </ul>
Students at risk of dropping out of school	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The counselor will meet with students and parents as needed.</li> <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>
Students who have dropped out of school	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• The counselor will meet with students and parents as needed.</li> <li>• Outside services will be activated as needed.</li> </ul>
Other subgroups of students who should be targeted to eliminate the achievement gap	<p>Strategies:</p> <ul style="list-style-type: none"> <li>• A mentoring program will provide support for incoming 4<sup>th</sup> graders and new students.</li> <li>• A Response to Intervention /Student Support Team will meet weekly.</li> <li>• Drop-in summer sessions will be provided for students.</li> </ul>

### School and Student Data

Student demographic information from the DESE's website:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04640305&orgtypecode=6&leftNavId=300&>

Enrollment by Race/Ethnicity (2015-16)			
Race	% of School	% of District	% of State
African American	2.2	2.2	8.8

<b>Asian</b>	<b>2.6</b>	<b>2.6</b>	<b>6.5</b>
<b>Hispanic</b>	<b>2.2</b>	<b>2.2</b>	<b>18.6</b>
<b>Native American</b>	<b>0.4</b>	<b>0.4</b>	<b>0.2</b>
<b>White</b>	<b>91.8</b>	<b>91.8</b>	<b>62.7</b>
<b>Native Hawaiian, Pacific Islander</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>
<b>Multi-Race, Non-Hispanic</b>	<b>0.9</b>	<b>0.9</b>	<b>3.2</b>

<b>Title</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
<b>First Language not English</b>	<b>0.9</b>	<b>0.9</b>	<b>19.0</b>
<b>English Language Learner</b>	<b>0.9</b>	<b>0.9</b>	<b>9.0</b>
<b>Students With Disabilities</b>	<b>16.5</b>	<b>16.5</b>	<b>17.2</b>
<b>High Needs</b>	<b>22.5</b>	<b>22.5</b>	<b>43.5</b>
<b>Economically Disadvantaged</b>	<b>3.9</b>	<b>3.9</b>	<b>27.4</b>

<b>ADMINISTRATIVE ROSTER FOR THE 2015-16 SCHOOL YEAR</b>			
<b>Name</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b>
Helena (Nina) Cullen-Hamzeh	Head of School	8/1995	
Bill Sullivan	Assistant Head of School	4/2015	
Jeff Barry	Business Manager	8/1995	

Alanna Shone	Director of Special Education	8/2015	
Matt Cronin	Director of Curriculum, Instruction, & Technology; Integrated Arts Department Chair	8/2000	
Kay O'Dwyer	Humanities Department Chair (& 5 <sup>th</sup> Grade Humanities Teacher)	8/1997	
Ellen Lodgen	Math, Science, & Technology Department Chair (& 8th Grade Math/Science Teacher)	8/2013	
Pam Haley	Assistant to the Head of School; Enrichment Coordinator	7/2007	7/31/16
Matt Young	Athletics Director (& PE Teacher)	2/2012	
Laura Wood	Nutrition Director	5/2008	
Bob Erbetta	Facilities Coordinator	8/1995	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2015-2016 school year</b>	<b>Departures during the 2015-2016 school year</b>	<b>Departures at the end of the school year</b>	<b>Reasons for Departure</b>
Teachers	32	0	8	Retirement, nonrenewal, more money at a district school, more opportunity for growth at a district school, want time to raise children
Other Staff	14	0	4	Moved out of state, more opportunity for growth, nonrenewal, changed career focus

### **Attrition**

Departures and additions have been reported via the Weekly Memo. To date 12 employees will not be returning. The reasons for these departures include: retirement, career change, moving out of state, non-renewal, more opportunity for growth, higher pay, needed part time, and raising children.

<b>BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b># of terms served</b>	<b>Length of each term</b>
Katie Hope	Chair	Communications Chair	2	Elected: 1/9/13 Term expires: 2016
Patricia Hazelton	Vice-Chair	Personnel Chair	1	Elected: 10/17/13 Term expires: 2016
Jessica Merriam	Clerk		1	Elected: 11/7/2013 Term expires: 2016
David Hausler	Treasurer	Finance Chair	1	Elected: 1/2015 Term expires: 2018
Paul McCarthy	Member	Community Relations Chair	1	Elected: 4/10/14 Term expires: 2017
Ellen Lodgen	Member	Development Co-Chair	1	Elected: 9/4/14 Term expires: 2017
Bill Bowden	Member		1	Elected: 10/20/2015 Term Expires: 2018
John Stickevers	Member		1	Elected: 2/10/2016 Term Expires: 2019
Paul Baker	Member		1	Elected: 6/14/16 Term Expires: 2019
Lena Robinson	Member	Academic Excellence Chair, Governance	1	Elected: 6/5/13 Term expired: 2016
Laura Jalbert	Member		2	Elected: 6/12 Resigned: 11/2015
Lori Sherf	Member	Governance	1	Elected: 12/5/12 Term expired: 2015
Ken Schulman	Member	Development Co-Chair	1	Elected: 11/7/12 Term expired: 2015
Nina Cullen-Hamzeh, Head of School	Member	Finance, Development, Academic Excellence		Ex- officio - since 6/07

### Complaints

The Board received two official complaints this year. The first complaint was from a mother who was displeased with the way the school had responded to an issue involving her daughter's safety. The Board discussed the matter and sent a response to the mother. The 504 Coordinator followed up. The second complaint was from a mother who was upset about the manner in which a discipline situation was handled. The Board discussed the matter, and a response was sent to the mother.

### Key Leadership Changes

Directory Administration has been updated.

Position	Name
Board of Trustees Chairperson	Bill Bowden
Charter School Leader	Helena (Nina) Cullen-Hamzeh
Assistant Charter School Leader	Bill Sullivan
Special Education Director	Alanna Shone
MCAS Test Coordinator	Bill Sullivan
SIMS Coordinator	Matt Cronin
English Language Learner Director	Bill Sullivan

### Facilities

MCCPS has occupied the same building since it opened in 1995. It purchased the building in August of 2014, and plans are underway to renovate.

Location	Dates of Occupancy
17 Lime Street Marblehead, MA	August 1994- Present

### Enrollment

Action	Date(s)
Student Application Deadline	February 15, 2017
Lottery	March 1, 2017

### School Schedule

The School Schedule Template was completed and upload as directed.