

Marblehead Community Charter Public School
Annual Report
2016-2017

Marblehead Community Charter Public School

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Introduction to the School

<i>Marblehead Community Charter Public School</i>			
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	168 students were on the waiting list at the end of the year
School Hours	7:45-3:15	Age of School	22 years
Mission Statement			
MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			

Letter from the Chair of the Board of Trustees

In completing our 22nd and once again successful year of validating our mission, we can thank the efforts of a dedicated Head of School, a talented faculty, and the generous time of the parent and community volunteers who contributed to this success.

This was another active and successful year for MCCPS. The DESE conducted a site visit in January, and gave the MCCPS a very positive review noting that the students were engaged, the faculty and staff were proactive, and the Board was well informed. Our HOS was invited to present at the DESE Dissemination Fair and MA Charter Public School Association Principals' Convening. In the school's efforts to provide our students with all of the necessary tools for success, MCCPS now provides each student in grades 6 -8 with a Chromebook, and this opportunity will be extended to the lower grades next year. Once again, MCCPS presented three public Exhibitions of Student Work. During this evening event that is free and open to the public, all students presented to their various collaborative projects to the visitors. These exhibitions once again showed the positive results of project-based learning. Our mission to teach the whole student is exemplified through the arts. The entertaining theatrical productions of Peter Pan,

You're a Good Man Charlie Brown, and Beauty and the Beast and two Music Extravaganzas enabled the students to display their talents. Our students perform well and showed excellent teamwork on the athletic fields as well. Students participated in Soccer, Cross-Country, Basketball, and Track. Though all teams were successful of particular note is the Women's Cross-Country team as the 2016 MCSAO Middle School Champs and the Women's Basketball team as a 2016-2017 MCSAO Semi-Finalist. All in all, it was another active and inspiring year at MCCPS.

This past year saw The Board added five new members, and they have brought a fresh perspective and sense of collaboration that will be beneficial as the school moves forward. The Board also appointed a new Chair for next year. Jen Jewell brings prior charter school experience as the Finance Director at KIPP Academy to her new role, and we look forward to her term as Chair. The Board rewarded the Head of School with a new contract, and we look forward to her continued effective leadership of the school and partnership with the Board. One of the main items the Board initiated this past year is to begin the creation of a new Strategic Plan. In preparation for the formulation of the Strategic Plan, the Board held a MCCPS Town Hall Meeting and invited all members of the MCCPS community. We gained valuable insight from the MCCPS Community as to what they feel would be the best long-term plan for the school and utilization of the MCCPS property. This information is valuable in moving forward with plans. As in the past, the Board has designated each Board member to a specific committee. The practice of each committee Chair giving a report at the monthly meetings keeps all members up to date with the school's state of affairs.

One of the continuing challenges of the MCCPS is finances and fundraising. The finances of MCCPS are stable, and we continue to operate within our budget guidelines, but we are always looking for creative ways to increase fundraising in order to grow and fund current and enhanced programs and technology. An example of a creative fundraiser was the PTO hosted "Penny Wars". This fundraising event was a competition between Advisory groups that required strategy and teamwork. The outcome was approximately \$3000 for the school. In order to continue with creativity in fundraising for school improvement, we are in the process of identifying a new Director of Development who will develop new funding sources along with continued fundraising events so that MCCPS achieve its mission to ensure that all students reach their highest potential.

Some of the plans for the upcoming year are to create a new strategic plan which will include a long term plan for utilization of the extra space on the property and to hire a new Director of Development who will spearhead and our fundraising efforts. With the leadership of the Head of School, along with the talents of the faculty and staff, the efforts of our parent and community volunteers, and the oversight of a collaborative Board, the 23rd year of MCCPS should be another success.

Sincerely,

William Bowden

Chair, MCCPS Board of Trustees

Faithfulness to Charter

Mission and Key Design Elements

	2016-2017 Performance	Evidence
Objective: MCCPS will facilitate the development of teacher leadership in the areas of curriculum, instruction, and assessment. KDE 1		
Measure: Each year at least 80% of MCCPS teachers who have been employed for at least 2 years will lead at least one professional development or mentoring activity.	MET	83% (19 out of 23) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity
Measure: Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric	MET	100% of the teachers who have been employed for at least 2 years achieved proficient or above on IV-D-1.
Objective: MCCPS will implement rigorous project-based learning that incorporates increasing levels of cognitive complexity. KDE 2		
Measure: Each trimester at least 90% of teachers will collaborate with their colleagues to create project based learning experiences that include the development of higher order thinking skills.	MET	100% of teachers collaborated with their colleagues to create PBL experiences that included the development of higher order thinking skills.
Measure: 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*.	MET	At least 80% of students at earned proficient or above on the rubrics associated with their projects. <ul style="list-style-type: none"> - 4th - 80% - 5th - 88.5% - 6th - 88.5% - 7th - 86% - 8th - 93%
Objective: MCCPS will employ a portfolio system to document student achievement and growth. KDE 3		
Measure: Each trimester, at least 95% of students will document a project-based learning assessment and reflection for each of the core subjects*.	Met	100% of the students have documented a PBL assessment. All have reflected regularly.
Measure: Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric	Met	92% of student achieved proficient or higher on the MCCPS Portfolio Rubric.

Objective: MCCPS will disseminate its practices regarding curriculum, instruction, and assessment to other schools in Massachusetts.		
Measure: By the end of the 2019-20 school year, MCCPS faculty will have executed at least 8 workshops for public school faculty in the areas of curriculum, instruction, and assessment.	On Target	<ol style="list-style-type: none"> 1. MASS CUE Conference, 10/15 2. MASS Library Association, 8/16 3. MASS CUE, 10/16 4. DissemiNATION, 11/16 5. MCPSA Principals' Convening, 9/16

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

Amendments to the Charter

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

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices?	Result of dissemination
Project based learning	MA Library Association Conference	Technology Director, 7 th Grade Teachers	Presented at professional conference about innovative school practices	Educators from Massachusetts	Materials were shared with participants to support implementation at own schools
Project based learning	Public Exhibitions of Student Work	All teachers, students, and administrators	Hosted other educators and community members at the charter school	Local educators and the community	Programs were available for participants; examples of student and teacher work were displayed

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

Academic Program Success

Student Performance

- A. Marblehead Community Charter Public School's school report card (overview)

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04640305&fycode=2016&orgtypecode=6&>

B. Other performance data

- a. 100% of the students at each grade level demonstrated their learning via three public Exhibition of Student Work (in November, March, and June). These integrated project-based learning experiences enable the students to work collaboratively to deepen their understanding of the content standards in an authentic and student-centered manner.

Program Delivery

The supports for diverse learners were further improved from last year by enhancing the RTI protocol and refining the universal screening protocol. Both have proven to be effective in supporting student growth and achievement.

The school is aware of the revised standards for ELA and math. Plans for revising the curricula are in place, and the school’s professional development calendar includes the time, guidance, and expectations necessary to ensure that revisions are accomplished in a timely and compliant manner.

Social, Emotional, and Health Needs

The school’s Peer Mentoring and Peer Leadership/Mediation programs have been expanded. The Peer Mentoring has been between 4th & 7th graders, and next year this partnership will be extended to include a 5th-8th pairing. Additionally, the training for and support of Peer Leadership/Mediation in conflict resolution has been improved. The staff and students have engaged in training, and the student body has benefited. A dedicate space has also been created for the meetings, and this has contributed to the sense of privacy, support, and empowerment felt by the students.

Organizational Viability

Organizational Structure of the School

There have been no changes to the organizational structure during the 2016-2017 school year.

Organizational 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, Meghan Hale

Network Structure or Multiple Campus Organizational Structure

- Not applicable

Teacher Evaluation

No change has been made.

Budget and Finance

A. Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)

FY17 INCOME STATEMENT

Ordinary Income/Expense

Income

STATE ALLOCATION	2,960,804.00
FEDERAL & STATE GRANTS	59,951.00
SCHOOL LUNCH	106,025.47
STUDENT ACTIVITIES	97,687.46
INVESTMENT INCOME	75.39
OTHER INCOME	45,841.00
STUDENT SUCCESS FUND	17,891.37
CONTRIBUTIONS	40,565.96
PRIVATE GRANTS	7,261.39
REIMBURSEMENTS	7,100.23
MEDICARE REIMB.	747.07
FUNDRAISING	35,197.37

Total Income 3,379,147.71

Gross Profit 3,379,147.71

Expense

PERSONNEL	2,090,422.95
BENEFITS	367,551.19
STAFF DEVELOPMENT	17,086.26
SEARCH COSTS	2,628.12
SUBSTITUTE	1,350.00
DIRECT STUDENT SUPPORT	197,353.42
STUDENT ACTIVITY	65,207.12
SCHOOL LUNCH EXP	72,149.26
OCCUPANCY	130,629.24
OFFICE & ADMIN	238,200.09
DEPRECIATION	96,447.96

Total Expense 3,279,025.61

Net Ordinary Income 100,122.10

B. Statement of net assets for FY17(balance sheet)

Balance sheet at June 30, 2017

ASSETS	
Current Assets	
Checking/Savings	
Total Checking/Savings	391,510.40
Total Current Assets	391,510.40
Fixed Assets	
17 Lime Street	4,250,000.00
Building Improvements	33,184.46
Fixed Assets	86,648.00
Accumulated Depreciation	(350,701.96)
Total Fixed Assets	4,019,130.50
TOTAL ASSETS	4,410,640.90
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	5,160.00
Total Accounts Payable	5,160.00
Other Current Liabilities	
Accrued Payroll	116,205.00
Payroll Liabilities	843.12
Accrued Payroll Taxes	2,590.00
MTRB Liability	14,434.84
Payroll Clearing Account	3,994.42
Accrued Expenses	40,978.43
Total Other Current Liabilities	179,045.81
Total Current Liabilities	184,205.81
Long Term Liabilities	
East Boston Savings Bank	4,005,496.07
Total Long Term Liabilities	4,005,496.07
Total Liabilities	4,189,701.88
Equity	
Opening Bal Equity	(453.60)
Retained Earnings	121,270.52
Net Income	100,122.10
Total Equity	220,939.02
TOTAL LIABILITIES & EQUITY	4,410,640.90

C. Approved School Budget for FY18

Income	
STATE ALLOCATION	3,026,232
PROGRAMMING	36,563
INVESTMENT INCOME	50

OTHER INCOME	11,984
STUDENT SUCCESS FUND	18,070
REIMBURSEMENTS	7,559
FUNDRAISING	20,000
Total Income	<u>3,120,458.00</u>
Expense	
PERSONNEL	2,205,630
BENEFITS	401,043
STAFF DEVELOPMENT	15,251
SUBSTITUTE	663
DIRECT STUDENT SUPPORT	48,494
OCCUPANCY	127,459
OFFICE & ADMIN	218,902
DEPRECIATION	96,448
Total Expense	<u>3,113,890</u>
Net Ordinary Income	6,568

D. Capital Plan for FY18

Description	Status	Est. Cost	Financing
Completed purchase of current school facility	Closed in Aug 2015	\$4.25 million	East Boston Savings Bank, Mass Development
Soft costs related to facility purchase		\$75,000 (max)	Operating capital
Retired existing construction loan	Completed	\$46,000	Operating capital
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY18	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY19	\$10,000	Operating capital
Completion of build-out (7,321 sf)	FY22	\$732,100	Capital campaign
Replacement of existing fire alarm panel	FY18	\$20,000	Capital campaign
Replacement of existing burglar alarm incl. addition of exterior surveillance	FY20	\$25,000	Capital campaign
New roof/roof repairs	FY19	\$120,000+	Capital campaign
Replace 1 rooftop HVAC unit	FY19	\$10,000	Capital campaign
New intercom/PA system installed	Completed	\$22,000	PTO
New telephone system	FY18	\$25,000	PTO
Replacement of kitchen floor	FY19	\$25,000	Capital campaign
Completed upgrade of exhaust system in kitchen	Completed	\$5,000	Food Service Dept.
Completed removal of obsolete rooftop equipment	Completed	\$2,000	Operating capital

The school is in the process of seeking a new Development Director. As of 6/30/17 the school did not have a separate Capital Campaign account.

Recruitment Plan 2017-2018

2016-2017 Implementation Summary:

All 2016-2017 Recruitment Plan strategies were carefully and successfully implemented, and this positively impacted the community perspective of the school and the applications received. All strategies were implemented in a time sensitive manner with specific regard to the lottery application deadline, open house dates, and the general enrollment period. The percentage of students with special needs applying to the school high. Students with IEPs represent 23% of the student body, and an additional 5% are on 504 Plans.

The 2017-2018 Recruitment Plan will implement all current recruitment strategies, and will take steps to interest the parents of low income and ELL students to apply.

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

General Recruitment Activities for 2017-2018:

Information regarding the school, the application period, and open houses will be mailed to the parents of all Marblehead 3rd graders. The MCCPS Enrollment Policy and Procedures will be available on the school's website in English, French, Spanish, and Russian, and other translations will be provided when needed. Paper copies will be available at the front office, and will be mailed to applicants when requested. The school will host at least 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. 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 Christmas Walk. Tours for parents/families (in addition to the open houses) will be provided. 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.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 21.3%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 20.4%</p> <p>The school above CI percentages</p>	<p>(b) 2016-2017 Strategies</p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> a. The Director of Special Education or a special educator will be present at each open house to answer questions and describe the program. 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. 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 the open houses in order to answer questions and describe their experiences with the teachers and 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. f. Opportunities to highlight the successes of students with disabilities will be explored.
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p>
	<p><input type="checkbox"/> Did not meet GNT/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>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 4.8%</p> <p>GNT percentage: 0.9%</p> <p>CI percentage: 1.7%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) 2016-2017 Strategies</p>
	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school’s website will be non-discriminatory, will communicate that LEP students are welcome, and that all will be supported to reach their highest potential. 2. Applications will be available in English, Spanish, French, and Russian. Translations in other languages will be made available upon request.

	<ol style="list-style-type: none"> 3. Translators will be provided to parents as needed. 4. Print ads will include text that welcomes LEP students. 5. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem & Lynn. 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. 7. Extracurricular classes and activities will be offered to students at all grade levels. 8. Events and activities that honor various cultures and cultural identities will be included in the school's calendar. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: 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>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 3% GNT percentage: N/A CI percentage: 4.2%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information that is sent to parents/posted on the school's website will be non-discriminatory, will communicate that MCCPS does not discriminate for any reason, and will encourage students who are eligible for free or reduced lunch to apply. 2. Access to the application for free/reduced lunch will be sent to all families in the summer mailing, and it will be posted on the school's website at http://marbleheadcharter.org/files/free_reduced.pdf 3. The availability of scholarships for fieldtrips and other school activities will be included in promotional information about the school. 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. 5. No child will be excluded from a class trip or field trip due to an inability to pay.
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	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>☒ Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ol style="list-style-type: none"> 1. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services. 2. Reminders for parents regarding the ability to apply for free/reduced lunch will be included in the school's newsletters monthly.
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 1. All enrollment/recruitment information will be non-discriminatory, will communicate that sub-proficient students are encouraged to apply, and that programs are in place to support them. 2. Enrollment 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. 3. School-wide student growth as demonstrated by the MCAS tests will be communicated via the school's website. 4. Efforts to support all learners will be communicated to parents and the community and posted on the school's website. 5. Parents will be notified as soon as possible when concern arises about academic performance. 6. An Academic Probation Plan will be created to address the needs of individual students who are in danger of not passing. 7. Professional development for teachers will address strategies for optimizing student growth and achievement. 8. Collaboration with successful colleagues at other schools will be pursued in order to share best practices.
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 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. 2. The Student Support Team will monitor students of concern and will work with parents and grade level teams to address student needs. 3. An engaging and student centered learning environment will emphasize that all students are welcome and valued. 4. Non-academic offerings will foster feelings of success in students' areas of strength/interest.

<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 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. 2. 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. 3. Area health and counseling organizations will be involved when appropriate.
<p style="text-align: center;">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ol style="list-style-type: none"> 1. Faculty, staff, and/or administrators will work together continually, using data, observations, anecdotal reports, and other relevant information to identify and support students who need additional assistance, instruction, or other supports in order to eliminate the achievement gap. 2. Remediation will be provided to identified students via RTI supports. 3. Retired teachers and high-achieving students will tutor identified students. 4. Homework help will be available when requested or when required by a teacher. 5. The cross-grade mentoring program will continue to support social, emotional, and academic needs. 6. Training will be provided for teachers and students regarding transgender, gender identity, and other civil rights topics.

Retention Plan

2017-2018

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

In order to better understand the reasons for student attrition, anonymous surveys and in-person interviews are used. An exit survey is sent to the parents of every child who leaves the school for any reason, and an invitation to participate in an exit interview is extended to all. Very few express a desire to be interviewed, and 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 now accepts students beginning at the 6th grade, and those parents for whom a private Catholic education is the right choice for their sons now opt to go there. Other reasons for student departures include moving out of state/country, child wants/is ready for a larger student population, a different setting is necessitated by student needs. 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 adjustments can be made where appropriate.

Overall Student Retention Goal	
Annual goal for student retention (percentage): 90%	Goal: Student attrition will be no greater than 10% for reasons other than family displacement or geographical concerns.

Retention Plan –Strategies
List strategies for retention activities for each demographic group.

Special education students/students with disabilities

<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 10% Third Quartile: 8.2%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● The school will employ a full time Special Education Coordinator. ● There will be at least one full time Inclusion Teacher at each grade level. ● The Student Success Team and/or teachers will alert the Special Education Coordinator and/or the school guidance counselor as soon as a need/concern arises ● Teaching teams will meet with the Special Education Coordinator and the Head of School weekly. ● The Special Education Coordinator and the Inclusion Teachers will be available to meet with parents as needed. ● A strong special education program staffed by qualified professionals will be provided for all special education students. ● Summer sessions will be offered to qualifying students. ● A Response to Intervention program/Student Support Team will be maintained. ● Enrichment programs with less emphasis on academics will be offered. ● 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. ● 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
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> All calls/emails will be responded to within 2 business days. The Special Education Parent Advisory Council will seek additional parental participation, and will provide at least 2 learning opportunities for parents that will be open to the public and area educators.</p>

Limited English-proficient students/English learners

<p align="center">(a) CHART data</p> <p>School percentage: 10% Third Quartile: 10.8%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● The school will cultivate an environment that values all languages. ● Students will be encouraged to converse with their peers and teachers in languages other than English. ● Teachers will be trained in SEI methods. ● Materials will be provided in the home language as communicated via the <i>Home Language Survey</i>. ● Systems of orientation, assessment, advising, registration, etc. will be kept simple/accessible to parents. ● Translators will be made available when needed. ● 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. ● The Response to Intervention/Student Support Team at each grade level will meet weekly. ● Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed. ● Content support will be provided as needed. ● Student mentors and peer leaders will provide social and academic support. ● Current families will be made aware that MCCPS offers ELL services. ● An adequate number of SEI-endorsed teachers and administrators will be on staff. ● At least one member of the administrative team will hold SEI endorsement (Currently 3 are endorsed.). ● Language differences will be celebrated during Community Meetings. ● Presentations during Exhibitions will include the use of French and Spanish. ● 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.
	<p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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 2016-2017 school year. No retention strategies needed.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p align="center">(a) CHART data</p> <p align="center">School percentage: 14.3%</p> <p align="center">Third Quartile: 6.5%</p> <p>The school is above third quartile percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Applications for free/reduced meals will be made available to all students as part of the summer mailing and on the school's website at https://marbleheadcharter.org/about-us/food-service/. ● Student and parent privacy will be protected. ● Food choices will be monitored to ensure a healthy diet that supports learning. ● The school will provide access to a counselor in order to identify additional services that are available in the area. ● The school will provide reduced cost after school programming to qualifying students. ● The school will provide reduced cost Enrichment programming to qualifying students. <hr/> <p align="center">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Parents will be reminded via monthly newsletters regarding the option to apply for free/reduced lunch. The application materials will be available on the school's website. The administration will be available to assist parents and families with the completion of paperwork relative to free/reduced lunch.</p>
<p align="center"><u>Students who are sub-proficient</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● All educators (administrators, faculty, and staff) will make a concerted effort to know all of the children, so that any student can go to any adult in the building for help. ● Additional instruction and/or support will be provided as needed. ● Offer summer sessions to qualifying students. ● A Response to Intervention/Student Support Team will meet weekly.
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● The counselor will meet with students and parents as needed. ● An Academic Probation Plan will be created when needed. ● Drop-in summer sessions will be provided for students. ● A Response to Intervention /Student Support Team will meet weekly.
<p align="center"><u>Students who have dropped out of school</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● The counselor will meet with students and parents as needed. ● Outside services will be activated as needed.
<p align="center">OPTIONAL</p> <p align="center"><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● A mentoring program will provide support for incoming 4th graders and new students. ● A Response to Intervention /Student Support Team will meet weekly.

- Drop-in summer sessions will be provided for students.

☐ School and Student Data

Marblehead Community Charter Public School's student demographic enrollment data link:
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04640305&orgtypecode=6&>

Race/Ethnicity	% of entire student body
African-American	2.6
Asian	2.6
Hispanic	2.2
Native American	0.9
White	90
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	1.7
Special education	21.3
Limited English proficient	4.8
Economically Disadvantaged	3.0

ADMINISTRATIVE ROSTER FOR THE 2016-17 SCHOOL YEAR

Name	Brief Job Description	Start date	End date
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	7/2017
Matt Cronin	Director of Curriculum, Instruction, & Technology; Integrated Arts Department Chair	8/2000	
Meghan Hale	Humanities Department Chair (& 8 th Grade Humanities Teacher)	8/2009	
Ellen Lodgen	Math, Science, & Technology Department Chair (& 8th Grade Math/Science Teacher)	8/2013	

Katherine Boles	Office Manager	8/2016	
Susan Hauck	Enrichment Coordinator	1/2017	
Matt Young	Athletics Director (& PE Teacher)	2/2012	
Laura Wood	Nutrition Director	5/2008	
Bob Erbetta	Facilities Coordinator	8/1995	

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	27	0	4	Resigned: accepted district role; moved out of state; or will stay home to raise children
Other Staff	21	1	2	Resigned: wanted different role or needed work closer to home

Teacher and staff attrition was lower in 2016-17 than it was in 2015-16.

BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Jennifer Jewell	Chair 17-18	-Finance Committee -Strategic Plan	1	Aug 2016 – Aug 2019
Ian Hunt	Vice Chair 17-18	-Academic Excellence	1	May 2017 – May 2020
Karl Smith	Treasurer	-Finance Committee	1	Aug 2016 – Aug 2019
Paul Baker	Clerk Began 11/16	-Governance Committee	1	June 2016 – June 2019
Bill Bowden	Chair 16-17 Trustee 17-18	-Personnel Committee	1	Sept 2015 – Sept 2018
Nina Cullen-Hamzeh	Ex-officio	-Personnel Committee -Finance Committee	10 years	Ex-officio term
*Patricia Hazleton	Trustee	-Personnel Committee	1	Oct 2013 - Oct 2016
*David Hausler	Trustee	-Treasurer -Finance Committee	1	Jan 2015 - Jan 2018

Fred Ferris	Trustee	-Development - Communication	1	May 2017 – May 2020
Katie Hope	Trustee	-Board On Track Clean up project	2	Jan 2016 – Jan 2019
Sean Killeen	Trustee	-Academic Excellence	1	Aug 2016 – Aug 2019
Ellen Lodgen	Trustee	-Development & communication	1	Sept 2014 – Sept 2017
*Paul McCarthy	Trustee	-Communications and Strategy	1	April 2014 - April 2017
*Jessica Merriam	Clerk until 11/16		1	Nov 2013 - Nov 2016
Anthony Palladino	Trustee	-Development & communication	1	Jan 2017 – Jan 2020
John Stickevers	Vice Chair 16-17 Trustee 17-18	-Personnel Committee	1	Feb 2016 – Feb 2019

*not currently active (expired terms or left early)

Additional Required Information

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Bill Bowden (June 2016 - June 2017)	No Change
	Jennifer Jewell (as of July 1, 2017)	New
Charter School Leader	Nina Cullen-Hamzeh	No Change
Assistant Charter School Leader	William Sullivan	No Change
Special Education Director	Alanna Shone (June 30, 2016 - June 30, 2017)	No Change
	Michael Condon (as of July 1, 2017)	New
MCAS Test Coordinator	Bill Sullivan	No Change
SIMS Coordinator	Matt Cronin	No Change
ELL Director	Bill Sullivan	No Change
School Business Official	Jeff Barry	No Change
SIMS Contact	Matt Cronin	No Change
Nutrition Director	Laura Wood	No Change

Facilities

The school continues to be located at its original address.

Location	Dates of Occupancy
17 Lime St, Marblehead, MA 01945	July 1995

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 15, 2018
Lottery	February 28, 2018

Conditions - *Not Applicable*

Complaints

No complaints were received.