

Marblehead Community Charter Public School
Annual Report
2018-2019

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	228 as of June 30, 2019
Chartered Grade Span	4-8	Current Grade Span	4-8
# of Instructional Days per school year	180-185	Students on Waitlist	82 students are on the 18-19 waitlist as of March 1, 2019
School Hours	Regular hours: 7:45-3:15 Before school care: 7:00-7:45 After school programming: 3:15-5:30	Age of School	24 years
Mission Statement			
MCCPS fosters a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical potential. We are dedicated to involving, learning from, participating in, and serving our school community and the community at large.			

Letter from the MCCPS Board of Trustees

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

Our academic program has remained strong as measured by internal and external data. Both the Board and school are committed to academic excellence as its primary focus. During this academic year, Parent Satisfaction Surveys consistently rated the Education Program with high marks. The program satisfaction for this year are: Math - 86%, Science - 92%, English Language Arts - 78%, Global Studies - 83%, Music 84%, Art - 90%, Foreign Language - 79%.

A Sampling of comments from the Parent Satisfactions Surveys include:

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

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

Organizationally, MCCPS is in a position of stability in the key areas of financial management, governance, school leadership, and parent/community involvement. Our annual audit results are evidence of a solid financial and operational infrastructure. Strong parent and community involvement is evidenced by the number of parents and community members serving on the

Board and its committees, leading Enrichment programs, and participating in the PTO.

The Board of Trustees is committed and engaged, and composed of parents, community members, and teachers as required in our Charter. This year, the Board devoted a substantial amount of time to the development of strategic goals and continued to focus on the development of key policies and procedures, Head of School Evaluation, Head of School Succession Plan, Student Retention, Academic Programming, and Financial Oversight. As a Board, we are always looking to improve our practice. During this year, 5 new Members were added to the Board of Trustees.

Among the major accomplishments for the current charter period are:

- Hired a New Head of School - contract commencing in July 2019
- Updated the Head of School Evaluation Policy and Procedures
- Adopted a Head of School Succession Plan
- Obtained a clean audit opinions
- Presented 3 Public Exhibitions of Student Work
- Hosted Sustainability Fairs
- Student hosted Diversity Nights
- Participation in Anti-Defamation League program by faculty and students
- Successfully submitted Charter Renewal Application

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

As we approach our 25th anniversary, we look forward to the opportunities the academic year will bring. This year will include the Charter Renewal Onsite Inspection and 25th Anniversary Celebration. This next school year will see a continued focus at the Board and school level on strategic planning, with the goal of moving the school to even higher levels of achievement. The best legacy we can leave is to foster a community that empowers children to become capable, self-determining, fully engaged individuals who are critical and creative thinkers committed to achieving their highest intellectual, artistic, social, emotional, and physical

potential.

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

School Performance and Program Implementation

There have been no programmatic or structural changes in the 2018-19 school year.

Faithfulness to Charter

Mission and Key Design Elements

Mission, vision, educational philosophy and pedagogical approach:

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

Key design elements:

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

Examples of the Mission in Action

Completion of 1-to-1 Program:

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

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

Service Learning:

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

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

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

Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
	none	

Access and Equity

2017-2018 Student Discipline

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal
All Students	236	10	3.4	1.3	0.0	0.0	0.0
English Learner	1						
Economically disadvantaged	31	2					
Students w/disabilities	61	3					
High needs	85	5					
Female	92	1					
Male	144	9	4.9	1.4	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	2						
Asian	10	1					
Afr. Amer./Black	12	0					
Hispanic/Latino	4						
Multi-race, Non-Hisp./Lat.	6	0					
Nat. Haw. or Pacif. Isl.	0						
White	202	9	3.5	1.5	0.0	0.0	0.0

This year we have carefully reviewed our schools suspension the data. There were 17 suspensions issued during the 2018-2019 school year. This was an increase in the number of suspensions from the previous year. After our audit we are confident that this increase is attributed to the rules that were broken and not to any trends within the school as to the use of suspensions.

The only subgroup that saw an increase was the number of male students receiving suspensions. All other subgroups as a ratio remained for the most part unchanged. The data indicates that the percentage of in-school suspensions was very close to the percentage of out-of-school suspensions dropped; 54% and 47% respectively.

Suspensions are used sparingly at Marblehead Charter. Out of school suspension are appropriate for issues involving physicality or bullying. During in-school suspensions the students work on the same materials as their classmates. We encourage students to reflect on their actions, learn from mistakes, and restore relationships that have been negatively impacted. An important element of all suspensions is a required reentry meeting that is attended by the members of the grade level team, a parent, and most importantly the student. This is an important element as it is essential in helping the student feel respected and supported as return to class.

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
Food Service integration	Visit to school and ongoing communication	Support for Essex Tech to prepare for their Coordinated Review and Metro Monthly Meetings	Shared with local schools about innovative school practices	Essex Tech Vocational School	Sharing of best practices and meeting State/ Federal Guidelines
Project-Based Learning and Integration	3 Public Exhibitions of Student Work at MCCPS (November, March, & June)	All faculty, staff, students, administrators and parents	Presenting a professional conference	Local district and private school educators and the community	Enhanced understanding of PBL, integration, and service learning
Integration of Project- Based Learning & Technology	MASS CUE Computer Using Educators' Conference - October 2018	Director of Technology	Presented at professional conference about innovative school practices	Educators from Massachusetts	Contacts shared, examples and info shared with participants
Endicott Fellows Program	School-based graduate student fellowship	4th , 5th and 6th grade Teaching Teams	Shared with graduate about best practices`	Graduate Students from Endicott College	All three fellows completed the program and one fellow is joining MCCPS as a full-time faculty member
Curriculum Integration; Functions of food service; National Lunch	Internship in Food Service	Nutrition Director	Hosting aspiring educator	Student from Simmons College	Greater appreciation for the value of integrating food service and nutrition within

Program					the curriculum
Project Based Learning Workshop	MCCPS	MCCPS Teachers	Presented workshops about innovative school practices	Public School Teachers and Interested Community Members	Enhanced understanding of PBL and integration

Academic Program Success

Student Performance

- A. Marblehead Community Charter Public School's school report card (overview)
 - <http://reportcards.doe.mass.edu/2018/DistrictReportcard/04640000?Length=8>
- B. Other performance data

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention. Reason for Classification: Partially meets targets	Found Here http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04640000&orgtypecode=5	Meeting 35 percent of improvement targets.

Program Delivery

No changes were made to the school's curriculum, instructional model, assessment methods or supports for all learners were implemented in the 2018-2019 school year.

Organizational Viability

Organizational Structure of the School

A new Head of School joined the organization. Our Athletic Director has resigned. All other positions have remained the same. .

Organizational Chart

Board of Trustees			
Head of School, Peter Cohen (7/2019)			
Assistant Head of School, Bill Sullivan	Business Manager, Jeff Barry	Director of Student Service, Michael Condon	Director of Curriculum, Instruction, & Technology, Matt Cronin
	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 FY19 statement of revenues, expenses, and changes in net assets (income statement)

FY19 Income Statement

Ordinary Income/Expense

Income	
VACATION PROGRAMMING	15,538.32
STATE ALLOCATION	3,195,223.00
FEDERAL & STATE GRANTS	70,478.00
SCHOOL LUNCH	110,198.97
STUDENT ACTIVITIES	63,854.04
INVESTMENT INCOME	96.94
OTHER INCOME	59,462.61
STUDENT SUCCESS FUND	17,440.22
CONTRIBUTIONS	7,686.68
PRIVATE GRANTS	5,244.32
REIMBURSEMENTS	3,343.55
MEDICARE REIMB.	3,252.98
FUNDRAISING	40,055.17
Total Income	<u>3,591,874.80</u>
Gross Profit	<u>3,591,874.80</u>
Expense	
PERSONNEL	2,427,579.67
BENEFITS	404,309.58
STAFF DEVELOPMENT	116,385.25
SEARCH COSTS	1,562.79
SUBSTITUTE	2,062.50
DIRECT STUDENT SUPPORT	1,118,811.55
STUDENT ACTIVITY	60,921.75
SCHOOL LUNCH EXP	69,721.80
OCCUPANCY	139,359.48
OFFICE & ADMIN	326,432.56
DEPRECIATION	94,667.72
Total Expense	<u>3,661,814.65</u>
Net Ordinary Income	<u>(69,939.85)</u>

B. Statement of net assets for FY19 (balance sheet)
Balance Sheet at June 30, 2019

ASSETS	
Current Assets	
Checking/Savings	
Total Checking/Savings	148,239.47
Total Current Assets	148,239.47
Fixed Assets	
17 Lime Street	4,250,000.00
Building Improvements	33,184.46
Fixed Assets	86,648.00
Accumulated Depreciation	(540,927.00)
Total Fixed Assets	3,828,905.45
TOTAL ASSETS	4,293,534.02
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	200.000
Total Accounts Payable	200.00
Other Current Liabilities	
Payroll Liabilities	0.00
Accrued Payroll	117,331.08
Accrued Payroll Taxes	3,989.63
MTRB Liability	112,990.58
Payroll Clearing Account	2,978.10
Accrued Expenses	477,334.59
Total Other Current Liabilities	214,623.98
Total Current Liabilities	214,823.98
Long Term Liabilities	
East Boston Savings Bank	3,817,913.96
Total Long Term Liabilities	3,817,913.96
Total Liabilities	4,032,737.94
Equity	
Opening Bal Equity	(294.76)
Retained Earnings	331,030.69
Net Income	(69,939.85)
Total Equity	260,796.08
TOTAL LIABILITIES & EQUITY	4,293,534.02

C. Approved School Budget for FY20
FY20 Operating Budget

State Allocation	3,243,899.00
Other Income (Homework Club, Summer School)	72,244.00
Vacation Programing	14,000
Student Success Fund	22,000.00

Total Income 3,352,143.00

Personnel	2,380,986.00
Benefits	424,200.00
Staff Development	15,000.00
Search Costs	2,500.00
Direct Student Support	70,900.00
Occupancy	124,750.00
Office & Admin	238,006.00
6100- Depreciation	94,572.00

Total Expense 3,350,914.00

Net Ordinary Income \$6,356

D. Capital Plan for FY19

Description	Status	Est. Cost	Financing
Space needs analysis of newly acquired space w/architect incl. plans, schematics, conceptual drawings and estimates	FY21	\$10,000	Operating capital
Final prints of above; architectural, structural, mechanical & technical	FY23	\$10,000	Operating capital
Completion of build-out (7,321 sf @ \$169.33/sf)	FY25	\$1,239,665	Capital campaign
Renovation of existing classrooms and offices (30,000 sf @ \$100/sf)	FY25	\$3,000,000	Capital campaign
Replacement of existing fire alarm panel	FY21	\$20,000	Capital campaign
Replacement of existing burglar alarm incl. addition of exterior surveillance	FY21	\$25,000	Capital campaign
New roof/roof repairs	FY22	\$275,000+	Capital campaign
Replace 1 rooftop HVAC unit	FY21	\$10,000	Capital campaign
New telephone system	FY20	\$25,000	Capital campaign
Replacement of kitchen floor	FY22	\$25,000	Capital campaign
<i>As of 6/30/19 the school did not have a separate Capital Campaign account.</i>			

Technology

Description	Status	Est. Cost	Financing
Student Devices	FY20	\$17,000	Operating Capital
Staff Devices	FY20	\$5,000	Operating Capital
Internal Network Connections (Switches, Router)	FY20	\$5,000	Operating Capital
External Network Connection ISP	FY20	\$18,000	Operating Capital

Please note: the school expects to complete its Strategic Plan during the FY 20 school year. Once completed, this document will be updated.

APPENDIX A

Accountability 2018-2019

Accountability Plan Goals		
	2018-2019 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	86% (25 out of 29) faculty, staff, and administration who have been employed at the school for at least 2 year led at least one PD or mentoring activity
Measure: Each year, at least 80% of MCCPS teachers who have been employed for at least 2 years will achieve proficient or above on the Element IV-D-1 of the Professional Culture Standard on the Educator Evaluation Rubric	MET	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.	EXCEEDED	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	Each trimester 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.
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	Each trimester, at least 95% of the students at each grade level documented a PBL assessment and reflected on their growth/progress.
Measure: Annually, at least 80% of students will achieve proficient or higher on the MCCPS Portfolio Rubric	MET	At least 80% of students at all grade levels 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.	MET	<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 6. MASS CUE Conference, 10/17 7. Project-Based Learning Workshop at MCCPS, 5/5/17 8. MASS CUE Conference, 10/18

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

APPENDIX B

Recruitment Plan 2019-2020

Marblehead Community Charter Public School

2018-2019 Implementation Summary:

The 2018-2019 Recruitment Plan strategies were carefully and successfully implemented, and this positively impacted the community perspective of the school and the number and variety of applications received. The strategies were implemented in a time sensitive manner with specific regard to the lottery application deadline, open house dates, and the general enrollment period. Multiple ads were placed in the Marblehead and Swampscott Reporters, the Jewish Journal and in the Christmas Walk ad pages of the Marblehead Magazine. In addition to press releases and media announcements, the school incorporated the use of yard signs to promote open houses and admissions/applications deadlines. Signs were posted throughout Marblehead and surrounding towns. Announcements were included on local Patch and Facebook posts. Several families who attended open houses mentioned finding out about the event from yard signs, social media posts.

General Recruitment Activities for 2019-2020:

Information regarding the school, the application period, and open houses will be aggressively publicized. The application 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 application timeline, and school sponsored events via social media and in local newspapers. Lawn signs will be used to announce open houses and the application due date. The application period and open houses will be advertised on MHTV. Information will be distributed and questions will be answered during the weekend of the Marblehead Christmas Walk. Tours for parents/families (in addition to the open houses) will be provided when

requested. The application period and open houses will be advertised in the school’s weekly newsletter, *MCCPS Highlights*, which will be emailed to currently enrolled families. Current parents, students, teachers, and board members will lead tours during the Saturday morning open houses. 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 – 2019-20 Strategies	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 25.2%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 14.3%</p> <p>The school above CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol 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. <hr/> <p style="text-align: center;">(c) 2019-2020 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: 1.3%</p> <p>GNT percentage: 1.3%</p> <p>CI percentage: 0.8%</p> <p>The school is at GNT percentages and above CI percentages</p>	<p align="center">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Application materials will be available on the school’s website and in print in English, Spanish, French, and Russian. Translations in other languages will be made available upon request. 2. All admissions/recruitment information that is sent to parents/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. 3. Print ads will include text that welcomes LEP/ELL students. 4. Flyers in English, Spanish, French, and Russian advertising the school and the application process will be distributed in the neighboring cities of Salem & Lynn. 5. Events and activities that honor various cultures and cultural identities will be included in the school’s calendar. 6. The school will create connections with local churches and community groups that serve LEP/ELL students. 7. Translators will be available at open houses. 8. The school will leave translated copies of flyers and applications at adult ESL programs in Salem and Lynn.
<p align="center">(c) 2019-2020 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> <p>All additional strategies will be implemented during the 2018-19 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>	
<p align="center">Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART data</p> <p>School percentage: 11.9%</p> <p>GNT percentage: 5.2%</p> <p>CI percentage: 5.2%</p> <p>The school is above CI percentages</p>	<p align="center">(b) 2018-2019 Strategies</p> <p><input checked="" 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

	<p>school's website at http://marbleheadcharter.org/files/free_reduced.pdf</p> <ol style="list-style-type: none"> 3. The availability of scholarships for field trips 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. 6. Each fall, the eligibility of all new students for free/reduced lunch will be checked by the Director of Food Services. 7. 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;">(c) 2019-2020 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>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 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><u>Students at risk of dropping out of school</u></p>	<p align="center">(d) 2019-2020 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 align="center">(d) 2019-2020 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>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(d) 2019-2020 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.

<p align="center">Overall Student Retention Goal</p>	
<p>Annual goal for student retention (percentage): 90%</p>	<p>Goal: Student attrition will be no greater than 10% for reasons other than family displacement or geographical concerns.</p>

Retention Plan

2019-2020

2018-2019 Implementation Summary:

Since the district opened a new 7th/8th grade upper middle school and St. John's Prep added 6th-8th grades, MCCPS has experienced increased attrition. This year an extensive attrition study was conducted in order to better understand the reasons for student attrition and to determine if the school could take action to reduce attrition. Parents and students from the last three years were interviewed and/or surveyed. An exit survey was sent to the parent of every child who left the school for any reason, and an invitation to participate in an exit interview was extended to all. The vast majority of those who participated in the interviews and/or surveys communicated that they were happy with the school. The primary reasons given for student departures were: 1) social - the child wanted to be with friends; 2) the parent or child felt that moving to the district's large 7th/8th grade middle school would be good preparation for high school; and 3) dissatisfaction with some aspect of the school or the child's experience. Marblehead is a high performing district, and St. John's is a popular alternative for several boys each year. Every effort is made to understand the reasons for attrition, so that adjustments can be made where appropriate.

Retention Plan – 2019-20 Strategies

Special education students/students with disabilities

(b) Continued 2018-2019 Strategies

(a) CHART data

School percentage:
15.4%

Third Quartile:
7.9%

The school's attrition rate is above third quartile percentages.

- The school will employ a full time Director of Student Services and a full time Guidance Counselor.
- There will be at least one full time Inclusion Teacher at each grade level.
- A full time Speech & Language Pathologist, a part time Physical Therapist, and a part time Occupational Therapist will be employed to meet the needs of students.
- Student needs will be communicated to the Director of Student Services and/or Guidance Counselor as soon as a need/concern arises.
- Teaching teams will meet weekly with the Director of Student Services and the Guidance Counselor..
- The Director of Student Services 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.
- All calls/emails will be responded to within 2 business days.

	<ul style="list-style-type: none"> • 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. • The Student Success Team has been revamped to improve classroom teachers' ability to support students with diverse learning needs. • The SEPAC, Special Education Advisory Council, will present monthly meetings in the AM to support the parents of students with disabilities. • 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. • The school's administration will reach out to the parents of students with disabilities to determine additional supports for students and parents.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategies</p> <p><input checked="" type="checkbox"/> Above third quartile.</p> <ul style="list-style-type: none"> • The School will hire a student adjustment counselor/ behavior specialist to help those students, and the teachers create an environment that best meets their needs <p>All additional strategies will be implemented during the 2019-20 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: x.x%</p> <p>The school's attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 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 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. • The Student Success Team at each grade level will meet weekly to identify, address, and communicate needs.. • Additional instruction in Reading, Writing, Listening, and Speaking will be provided as needed. • Content support will be provided as needed.
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	<ul style="list-style-type: none"> ● Student mentors and peer leaders will provide social and academic support. ● Current families will be made aware that MCCPS offers ELL services. ● 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. ● All core teachers will earn SEI endorsement. ● The school's administration will reach out to the parents of ELLs in order to better understand and address the parents' and students' needs. <p style="text-align: center;">(c) 2019-2020 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> <ul style="list-style-type: none"> ● <p>All additional strategies will be implemented during the 2019-20 school year. It is anticipated that 2-3 years may be needed to effectuate GNC/CI improvements.</p>
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Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 0%</p> <p>Third Quartile: 16%</p> <p>The school's attrition rate is below the third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" 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/free after school and Enrichment programming to qualifying students. ● The Nutrition Director will ensure that as many students as possible are certified to receive free/reduced price meals through the direct certification method. She 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. ● The Nutrition Director will contact families of those students who are not directly certified to ensure that they accurately complete a meal
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	<p>application as soon as possible at the beginning of the school year.</p> <ul style="list-style-type: none"> ● The Incident Management Team (comprised of the Assistant Head of School, Guidance Counselor, & Nurse) will contact and/or involve outside services as needed including DCF, rent assistance, food bank, etc. ● A “Little Free Pantry” is stocked regularly by school and community members in order to provide economically disadvantaged families with access to food 24/7. ● The guidance counselor facilitates the collection and distribution of warm clothing and holiday gifts. ● 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.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above the third quartile.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d)2018-2019 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><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(d) 2018-2019 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><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(d) 2018-2019 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>OPTIONAL</p>	<p style="text-align: center;">(d)2018-2019 Strategies</p> <ul style="list-style-type: none"> ● A mentoring program will provide support for incoming 4th graders and new students.

APPENDIX C

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&>

Student Demographic and Subgroup Information		
Race/Ethnicity	# of students	% of entire student body
African-American	12	5.2
Asian	10	4.3
Hispanic	4	1.7
Native American	2	0.9
White	192	85.2
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	6	2.6
Special education	58	25.7
Limited English proficient	1	0.4
Economically Disadvantaged	24	10.4

ADMINISTRATIVE ROSTER FOR THE 2018-19 SCHOOL YEAR

Name	Brief Job Description	Start date	End date
Helena (Nina) Cullen-Hamzeh	Head of School	8/1995	12/2018
Bill Sullivan	Assistant Head of School (Acting Head of School 12/18-7/19)	4/2015	
Jeff Barry	Business Manager	8/1995	
Michael Condon	Director of Student Services	7/2012	
Matt Cronin	Director of Curriculum, Instruction, & Technology;	8/2000	

	Integrated Arts Department Chair		
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) Koch	Office Manager	8/2016	
Susan Hauck	Enrichment Coordinator	1/2017	
Matt Young	Athletics Director (& PE Teacher)	2/2012	7/2019
Laura Wood	Nutrition Director	5/2008	
Bob Erbetta	Facilities Coordinator	8/1995	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	28	2	3	Accepted position in local district, resigned, non-renewed,
Other Staff	21	0	0	

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term
Paul Baker	Secretary	Governance Committee	1	June 2016 - June 2019
Peter Cheney	Trustee	Personnel Committee	1	May 2019 - May 2022
Richard Doron	Trustee	Finance Committee	1	May 2019 - May 2022
Fred Ferris	Trustee	Strategic Plan Committee	1	May 2017 - May 2020
Cullen-Hamzeh, Helena (Nina)	Head of School	Academic Excellence, Strategic Plan, Communications and Community Relations, Finance, Development	Ex-Officio	Resigned 11/18
Rodolphe Herve	Treasurer	Finance Committee	1	May 2019 - May 2022
Ian Hunt	Vice Chair	Communications and Community Relations Committee	1	May 2017 - May 2020
Jennifer Jewell	Trustee	Strategic Plan Committee	1	August 2016 - August 2019
Sean Killeen	Trustee	Academic Excellence	1	August 2016 - August 2019
Ellen Lodgen	Trustee	Development Committee, Academic Excellence	2	September 2017 - September 2020
Anthony Palladino	Trustee	Communications and Community Relations Committee, Development	1	January 2017 - November 2018
Karl Smith	Clerk	Governance Committee	1	August 2016 - August 2019

Arthur Sullivan	Chair	Personnel Committee	1	January 2018 - January 2021
William Sullivan	Acting Head of School (12/2018 - 7/2019)	Academic Excellence, Strategic Plan, Communications and Community Relations, Finance, Development	Ex-Officio	NA
Nichole Thompson	Trustee	Governance Committee	1	February 2018 - February 2019
Rebecca Whidden	Trustee	Strategic Plan Committee	1	May 2019 - May 2022
Stephen Veiga	Trustee	Development Committee	1	February 2019- February 2022
Jessica Xiarhos	Trustee	Academic Excellence, Communications and Community Relations Committee	1	May 2019 - May 2022

Key Leadership Changes

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Arthur Sullivan	No Change
Charter School Leader	Peter Cohen (as of July 1, 2019)	New
Assistant Charter School Leader	Bill Sullivan	No Change
Director of Student Services	Michael Condon	No Change
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
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17 Lime St, Marblehead, MA 01945	July 1995
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Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 15, 2019
Lottery	February 28, 2019

Conditions - *Not Applicable*

Complaints

No complaints were received.