

Martha's Vineyard Public Charter School

Annual Report 2021-2022

August 1, 2022

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Table of Contents

Introduction to the School	2
School Performance and Program Implementation	2
Faithfulness to Charter	2
Mission and Key Design Elements	2
Amendments to the Charter	4
Access and Equity	4
Dissemination	5
Academic Program Success	7
Student Performance	7
Academic Program	8
Organizational Viability	10
Budget and Finance	10
<i>Appendix A</i>	11
Accountability Plan Evidence for 2021-2022	11
Faithfulness to Charter	11
Objectives and Measures Related to Dissemination	13
<i>Appendix B</i>	13
Recruitment and Retention Plan 2022-23	13
Overall Retention Goal	18
<i>Appendix C: School and Student Data Tables</i>	22
<i>Appendix D: Additional Required Information</i>	25

Introduction to the School

<i>Name of School: Martha's Vineyard Public Charter School</i>			
Type of Charter	Commonwealth	Location of School	West Tisbury
Regional or Non-Regional	Regional	Chartered Districts in Region	5
Year Opened	1996	Year(s) Renewed	2001, 2006, 2011, 2016, 2020
Maximum Enrollment	180	Enrollment as of July 31	180
Chartered Grade Span	K-12	Current Grade Span	K- 12
Number of Instructional Days per School Year	180	Students on Waitlist	18
Number of Instructional Days pe 2021-2022 school year	180		
School Hours	8:15-3:15	Age of School as of 2021-22 School Year	26
<p>Mission Statement: It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting. Within an environment that models interdependence as the foundation of society: the <i>individual</i> student will learn to direct his/her own learning, the <i>group</i> will make decisions together and recognize the unique contributions of each member, the <i>community</i> will support and interact with the school body.</p>			

School Performance and Program Implementation

Faithfulness to Charter

MISSION AND KEY DESIGN ELEMENTS

1. The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven independent study
- Real projects from meaningful, practical themes
- Collaborative teaching and learning
- Parent, student, and teacher partnerships (PEP- Personal Education Plan)

The 2021-2022 school year was unprecedented in the history of the Martha's Vineyard Public Charter School. Despite navigating the difficult waters of running a school in the midst of a global pandemic, and the unexpected rise of the Omicron variant, the school celebrated 25 years as a Charter School and we began the International Baccalaureate (IB) Diploma and Career-related programs in the fall of 2021 for students in Grades 11 and 12. We also continued our Experiential Learning program that connected our

Middle School students to community partners across Martha's Vineyard. This year, more than ever, the Pillars of trust, respect, freedom, responsibility, democracy, and cooperation remained a cornerstone of the community, and teachers, students and families worked collaboratively to ensure that the school remained faithful to our Mission and Charter. Even though our program had to periodically shift due to the nature of the pandemic, we were able to continue to be faithful to our Charter as we provided dynamic learning opportunities for our students in a supportive environment.

The school continues to use the Charter Learner Tool to gauge students' progress in areas related to our Charter – democratic community member, self-directed learner, complex thinker, project-based learner, and interdependent worker. The school is intentionally designed to ensure that our students receive a variety of supports throughout the school day. This may take the form of small class sizes with a Teaching Assistant in K-6 classrooms, Special Education supports that assist a wide range of student learners, and a robust Advisory Program in Grades K-12.

Multi-aged learning continues to be a central component of the school. In grades K-4, students participated in multi-age field trips to local farms and community partners, like the Aquinnah Cultural Center. In grades 5-12, students took part in a multi-age Project Period in December and June. A weekly Artist in Residence program incorporated all students K-8. Our theater production of Peter Pan also included students in Grades 7-12.

Personal Education Plans support students to become life-long learners. In August, the Advisor meets with the student and their family to establish clear academic and social goals. At these PEP conferences, students take the lead and develop self-advocacy skills. These student goals are monitored by the Advisor. At two other times during the year, PEP conferences are held with the student and their family in an effort to reflect upon and update the goals established in August. All PEP conferences were held in person. Lifelong learning is also broadened when students create their own Independent Studies in Project Periods. World Language study begins in Kindergarten and continues through high school.

Due to the extraordinary success of our Experiential Learning program last year, we decided to continue to offer the experience to our Middle School students for the 2021-22 school year. Once a week, students in Grades 7 and 8 worked with over 10 local island organizations including Island Grown Initiative, Slough Farm, YMCA, Mass Audubon at Felix Neck, the Island Food Pantry, Featherstone Center for the Arts, and the Trustees of Reservations at The Farm Institute. These hands-on, project-based experiences created partnerships with local island organizations but also provided an opportunity for our students to work collaboratively with their peers in a natural setting. This year, due to COVID, we could not send our Middle School students to Vermont to participate in the in-person Success Counseling workshop at the Hulbert Outdoor Center (HOC). In an effort to continue our relationship with the HOC, a 3-day Success Counseling workshop took place on campus for the Middle School in October. By spring, with COVID numbers on the decline, we were able to send our High School students to Vermont for a 4-day Success Counseling workshop at the HOC.

The Charter of the Martha's Vineyard Public Charter School requires that all of our students and teachers engage with the larger island community through meaningful educational experiences. Our students in elementary school took a number of dynamic field trips in an effort to connect with key organizations on Martha's Vineyard including Polly Hill Arboretum, Slough Farm, the Gingerbread Houses in Oak Bluffs, Native Earth Teaching Farm, the Aquinnah Cultural Center, the Island Grown Initiative's Thimble Farm and many more.

In September, we launched the International Baccalaureate (IB) Diploma and Career-related programs for all students in Grades 11-12. The IB is open to all 11th and 12th grade students at MVPCS. We believe that by providing all students with access to a rigorous curriculum, including students designated as ELL and Special Education, the culture of access and inclusivity present at the school currently will only be

enhanced. Participation in the IB examinations at the culmination of the two year program is not a graduation requirement and the school pays for all fees associated with the programs. There are only 305 schools in the world offering the IB Career-related program, and our little school on Martha's Vineyard is one of them! Some students took optional IB Exams in Standard Level (SL) History and SL ab-initio Spanish this spring.

Our elementary school continued the implementation of the Teachers College Reading and Writing Project (TCRWP) for grades K-4. Specific professional development on the TCRWP occurred throughout the year with Ms. Natalie White from Plymouth Public Schools. Although the past four years have focused on the writing element of the TCRWP, this year we explored the reading component of the program. In the fall, our focus will turn to upgrading our math curriculum. We internally hired a Math Curriculum Coordinator for grades K-6 in order to explore our current math curriculum offerings and to use data to consider potential next steps.

This year, the Martha's Vineyard Public Charter School celebrated 25 years. We put together a virtual speaker-series with world-renowned historians and educators. They highlighted our pillars and helped us celebrate being one of the oldest Charter Schools in the Commonwealth. Even though we accomplished a great deal as a school and a community, this year was made all the more difficult as we navigated the complexities of living and teaching in the face of the Omicron variant. Only through the tenacity, professionalism and commitment by the professionals in the building and the strong support of our community did the school not only survive the pandemic, but thrived in adversity. Our pillars and school rights guided our actions and we made the commitment to support our most vulnerable students in our community. We look forward to the 2022-23 school year with confidence in lessons learned from the experience and an optimistic eye toward the future.

2. AMENDMENTS TO THE CHARTER

There were no amendments to the Charter during the 2021-2022 school year.

Access and Equity: Discipline Data

1. [Discipline Data](#)
- 2.

2020-21 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	182	8	0.0	0.0	4.4
English Learner	8	1	0.0	0.0	0.0
Economically Disadvantaged	102	7	0.0	0.0	6.9
Students with Disabilities	53	5	0.0	0.0	0.0
High Needs	121	7	0.0	0.0	5.8
Female	112	2	0.0	0.0	0.0
Male	70	6	0.0	0.0	8.6
American Indian or	1	0.0	0.0	0.0	0.0

Alaska Native					
Asian	1	0.0	0.0	0.0	0.0
African American/Black	1	0.0	0.0	0.0	0.0
Hispanic/Latino	22	1	0.0	0.0	0.0
Multi-race, Non-Hispanic/Latino	18	0.0	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0	0.0	0.0
White	139	6	0.0	0.0	4.3

3. Suspension is used on a limited basis and is seen as a last resort response to infractions regarding the school’s Code of Conduct. The school uses a variety of different interventions to help students resolve conflicts, stay on task and enjoy successful days at school. Even in the midst of a pandemic, the school continued to highlight our pillars and school rights in framing conversations in our Advisory program. After holding Friday community meetings throughout the height of the pandemic, we were finally able to hold daily Morning Meetings as an entire community. These Morning Meetings highlight a student of the day, sing songs, and promote random acts of kindness. The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we use *Success Counseling* as our comprehensive behavioral program. Faculty and staff in Grades 7-8 received a 3-day training on Success Counseling in October 2021. The High School traveled to the Hulbert Outdoor Center (HOC) in Vermont in May to complete a week-long Success Counseling training. In an effort to support our students Social and Emotional Learning, our counselors offered a class in SEL for students in Grades 1-4. Students in Grades 7 and 8 developed interpersonal and collaborative skills by participating in our in-person Experiential Learning program. Likewise, our 7-12th grade students viewed a presentation called DIRT, a one-man show that explores the challenges and decisions that young people face every day, especially related to drugs, bullying, and self-esteem. Jenelle Burley Hofmann, author of iRules, international speaker and consultant, spoke to our 7-12th graders on the topics of technology, media, health, relationships, cyber-bullying and well-being.

Our Guidance Department worked collaboratively with island organizations called Connect to End Violence and Island Health Care (IHC) to sponsor a number of workshops for our students in Grades 5-8. Connect to End Violence focused on healthy relationships, while the recovery coaches of IHC facilitated conversations on drugs and alcohol. Members of Administration, Guidance, and Special Education monitor students in crisis and develop plans that may circumvent the need to discipline at a later stage. In October of 2021 and in the spring of 2022, faculty and staff received training on racial equity and how to develop a more inclusive curriculum.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Strategies for a COVID plan to serve a multi age school population. Safety and access to services for student needs. Screening schedules.	Weekly meetings with regional school nurses as a Community of Practice.	Janice Brown (School Nurse)	Regional School Nurses/ Schools in District	Connections to mental health services, medical education, COVID-19 immunization information, protocols and procedures for screening.

Martha's Vineyard Public Charter School 2021-2022 Annual Report

Project Based Learning: Community Outreach	Museum Exhibit	Nancy Danielson (Teacher)	School Community and MV Museum Educator	Students learned about a Brazilian artist, Angelica Dass. Students created their own self portraits and shared with the MV Museum for display.
Project based learning and international community interaction	Visit to IB World School	Victoria Dryfoos (Teacher)	Robinson School in Puerto Rico	Teacher disseminated best practices associated with project Based Learning when visiting an IB School in Puerto Rico.
Support for EL students	EL Coordinators Meeting	Pam Echlin (Teacher)	MATSOL Special Interest Group	Sharing of best practices, plans and curriculum to address needs of the rising population of EL students on Martha's Vineyard.
Multi-age and Interdisciplinary Learning	Meeting	Victoria Dryfoos (Teacher)	Martha's Vineyard Diversity Coalition	Shared MVPCS efforts for antiracist teaching, resources, and programs.
Multi-age, Project Based Learning and Interdisciplinary Learning	Youth Climate Summit	Jane Paquet and Jonah Maidoff (Teachers)	Students and teachers from Martha's Vineyard Regional High School.	Students and teachers participated in a Youth Climate Summit where participants explored issues of sustainability at Massachusetts Audubon Sanctuary at Felix Neck.
Community Outreach and Interaction	Field Trip	Casey Hayward, (Teacher)	Partnership with Aquinnah Cultural Council	Students met with local Wampanoag Tribal elders to understand Native American practices on Martha's Vineyard.
Community Outreach	Meeting	Mandy Tomkins, (Administrator for Special Education)	Martha's Vineyard Public Schools	Collaborated with MVYPS regarding transferring special education students between the schools.
Project Based-Learning: Invention Convention	Exhibition	Kim Komarinetz and Jeannie Correira, (Teachers)	Families	Students in the first and second grade presented their Island careers to the greater public.
Multi age Learning	Workshop	Middle/High School School Teachers	Partnership with Aloha Foundation and Hulbert Outdoor Center	Students completed community building activities and connected with other attending Charter School students.
Interdisciplinary, and Multi-Age Learning	Community Outreach	Karin Nelson, (Teacher)	Partnership with Island Grown Initiative	Partnered with Martha's Vineyard Island Grown Initiative to develop a Pollinator Plant Garden on campus.
Community Outreach	Workshop	Peter Steedman (Director)	DEI Workshop with The Ed Experts	Martha's Vineyard Public Schools Assistant Superintendent joined Charter School DEI workshop.
Community Outreach	Brazilian Family Resource Night	The Ed Experts (DEI Consultant), Freedom Cartwright, Mathea Morais (Teachers)	Community Members, Island Organizations	Brazilian families were provided access to family support resources.
Interdisciplinary and cross subject curriculum	Community Outreach and Experiential Learning	Rebecca Connor (Teacher)	Partnership with local island organizations	Students in the IB program partnered with various Island organizations in fulfillment of their CAS requirements.

Interdisciplinary and cross subject curriculum	Partnership with Cuttyhunk STEAM Academy	Casey Hayward, (Teacher)	Cuttyhunk STEAM Academy	Students traveled to Cuttyhunk to learn about the impact of climate change through a study of eelgrass.
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In addition, The Martha's Vineyard Times published a story about our International Baccalaureate program. The Vineyard Gazette also wrote a feature article on our partnership with the Sound Foundation which brought a Buddhist monk, Lama Tenzin, to campus for a week-long workshop on meditation and mindfulness. The news tab on our website highlights the many stories that have been published through a variety of media outlets. We believe that these media stories help spread the word about the great work being done at the Martha's Vineyard Public Charter School and that they will assist us with future dissemination efforts.

Academic Program Success

Student Performance

1. The link to the Report Card for the Martha's Vineyard Public Charter School published by the DESE is below:

<https://reportcards.doe.mass.edu/2021/04660550>

- 2.

Additional Assessment Data	
Assessment Name: Track My Progress	Grades Assessed: 2-8
Date Implemented: May 26-June 13, 2022	Date Discontinued:
Description of Achievement Trends: Students in Grades 2-8 are assessed using <i>Track My Progress</i> three times a year (October, January, and May). The school switched to <i>Track My Progress</i> for the 2020-2021 school year in response to the Covid Pandemic. <i>Track My Progress</i> is a computer-based assessment accessed through a web browser, this allows teachers to administer the test in both remote and in-person learning environments. Teachers reported their support for continued use of this assessment tool due to the amount of useful data they were able to glean from the assessment reports. The scores from May 2022 indicate overall strong scores in ELA with 84% of students scoring in the Meeting or Exceeding Expectations range, an increase from 80% with the fall ELA assessment administration. In Mathematics, 83% of students scored in the Meeting or Exceeding Expectations range with individual grade level averages ranging from 73%-93% scoring in the Meeting or Exceeding Expectations range. The spring 2022 math assessment yielded a 28% increase of students in the Meeting or Exceeding range in math from the fall assessment. Administrators and teachers have reviewed this data and are pleased with the progress in math over the course of this school year.	ongoing

In our ELL program, we have seen success during our charter term. Since 2017, we have exited six students from the program; in 2020, three students achieved reclassification status with their outstanding ACCESS scores. In 2021 one student was reclassified with outstanding ACCESS scores. Five students are currently being collaboratively monitored with progress reports. The one student added to reclassified status will also be monitored with collaborative reports for the next four academic years. One student has been released from all ELL services after successfully completing the four year monitoring cycle. Our collective work with both an SEI instructional model as well as with our ever-expanding writing workshop program have been factors contributing to the success of our ELL students.

Academic Program

1. The school's academic curriculum is aligned with the Massachusetts Curriculum Frameworks at each grade level. Math, English Social Studies, Science, Spanish, Art, and Physical Education are taught at each grade level.

The school uses a variety of textbooks to support the curricula. The teachers in Grades K-6 adopted the Singapore Math series in 2012. Teachers in Grades 1-4 adopted Foundations during the 2014-2015 school year. New curriculum is reviewed, discussed and revised by the grade level teachers' recommendations, and with the school director. Ongoing analysis of the formative and summative assessments may result in revisions to course curriculums. Starting in the fall of 2018, English teachers and student service staff members formed a Literacy Committee to explore the strengths and limitations of the Charter School's writing program. After a year-long process and reports to the Board of Trustees, the committee recommended adopting the Teachers College Reading and Writing Project (TCRWP) for Grades K-6. Specific professional development on the TCRWP occurred in June and August of 2021 with Ms. Natalie White from Plymouth Public Schools. Ms. White was able to work with our staff in Grades K-4 on campus three times throughout the school year.

All learners are supported in one-on-one, small group, large group, and in and out of the classroom settings as determined by their educational needs. Course assignments and curriculum delivery are determined by the learning needs of each student. Response to Intervention (RTI) supports are provided to students identified as needing additional supports in order to meet grade level expectations. Teachers meet in groups to review formal and informal data, and to develop intervention plans. The RTI Coordinator and general education teachers oversaw the administration of universal screenings, data collection, and fidelity of interventions. This year, we added an Academic Interventionist to provide additional RTI supports for students. The focus of this position was for students in Grades K-2 in an effort to provide greater levels of Early Intervention and to address the learning loss associated with the pandemic.

Starting in the fall of 2018, High School teachers worked with administration to explore whether to adopt the International Baccalaureate (IB) for Grades 11-12. In the spring of 2019, the Board of Trustees agreed to pursue initial authorization, once granted permission from Commissioner Riley. This was granted and the school received candidacy status in May of 2019. In November of 2020, the IB conducted a three day authorization visit where they reviewed our academic program and spoke with teachers, administrators, and families. We received final authorization from the International Baccalaureate to offer the Diploma and Career-related programs in January 2021.

Our IB program will be the entirety of the curriculum for Grades 11-12 and will therefore be open to all our students. We will not be driven by attempting to achieve high IB scores. Rather, we feel that by providing all students with access to a rigorous curriculum, including students designated as ELL and Special Education, the school's culture of access and inclusivity will only be enhanced. Participation in the IB examinations is not a graduation requirement. Students began coursework in the IB in September 2021. Three students embraced the challenge of taking Standard Level (SL) exams in May 2022. Two students took exams in Spanish and one attempted the History exam. We are pleased to announce that all students scored a 5 on their examinations.

The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we use *Success Counseling* as our comprehensive behavioral program. In Grades 7-12, *Success Counseling* is our comprehensive behavioral program. Staff from The Hulbert Outdoor Center visited campus in October 2021 to provide *Success Counseling* training for Middle School faculty and staff. High School students traveled to The Hulbert Outdoor Center in May 2022 to complete a week-long *Success Counseling* training.

Since 2019, we have made numerous attempts to engage the Brazilian community on Martha's Vineyard and to encourage Brazilian families to continue to consider the Charter School as an option for their students. These efforts have been documented in our Recruitment Plan in past Annual Reports. Despite these attempts at outreach, we saw the number of Brazilian students decrease from last year. Our efforts to engage with the Brazilian community will continue this year and we hope to continue to see gains in this area.

This year, we continued our Experiential Learning which allowed all students in Grades 7-8 to participate weekly in hands-on learning at over 16 island organizations including Slough Fram, the Island Food Pantry, Featherstone Center for the Arts, and the Massachusetts Audubon at Felix Neck. In April, our Guidance Department worked collaboratively with an island organization called Connect to End Violence to sponsor a number of workshops for our students in Grades 5-8 on healthy relationships through many different lenses. Members of the Administration, Guidance, and Special Education monitor students in crisis and develop plans that may circumvent the need to discipline at a later stage.

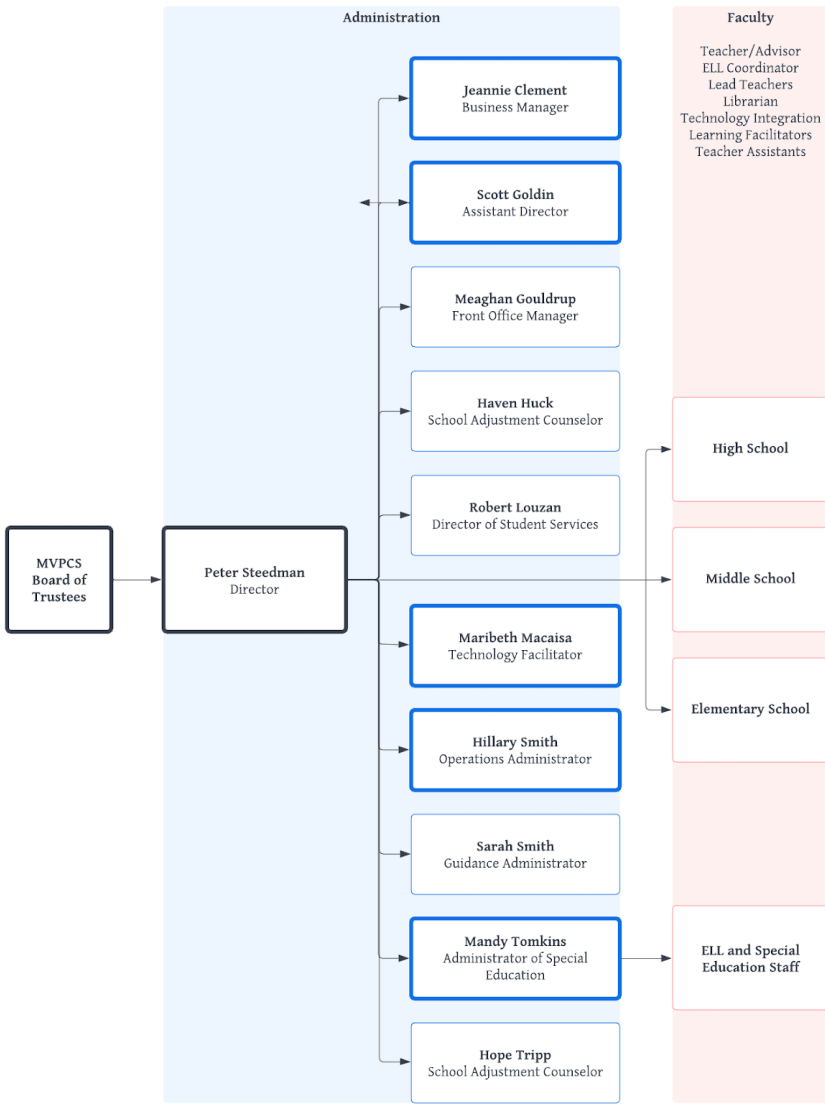
This year, our school participated in a number of workshops and training focused on promoting racial equity and social justice. In October 2021, all faculty and staff received a half-day workshop on how we can develop a racially and culturally sensitive curriculum led by the Ed Experts, Inc. Monthly meetings of the Racial Equity Committee led to a month-long program called *A Long Talk* by Kyle Williams. This program helped us gain insights into the history of marginalization of BIPOC communities in the United States. We look forward to continuing our work with Kyle Williams around issues of racial equity and social justice throughout the 2022-23 academic year. We hired two members of staff to serve as DEI Coordinators to help facilitate this work in the coming year. The school's Gender and Sexuality Alliance successfully coordinated and sponsored a True Colors Ball for LGBTQIA youth on Martha's Vineyard.

2. Our school nurse, working in conjunction with other school nurses on island and local Board of Health agents, developed a COVID-19 safety plan to ensure the physical safety for all students and staff during in-person learning. Mask-wearing was mandated on campus and all members of the community were asked to practice social-distancing. Tents were installed on campus, along with heaters and safety equipment, so that students and staff could eat and take mask breaks outside. Weekly on campus testing was provided to all students and staff as well as take home tests that were accessible to all MVPCS families. All details of our COVID-19 plan can be found at: <https://mvpcs.org/covid-19/>.

3. The Martha's Vineyard Public Charter School provided accelerated learning opportunities for all students. In May of 2021, we examined student learning data, specifically results of our diagnostic tool, perceptions data relating to school culture, and demographics data on school attendance, and developed a plan for accelerated learning for the 2021-22 academic year. Students who were identified for targeted interventions were offered space in our summer learning program. We continued to provide diagnostic tests in October, January, and May to monitor academic progress and to determine how best to support those students who may have fallen behind due to the pandemic. Grade-level meetings were used to examine student work and other data to support students during RTI. All students in Grade 11 started the IB curriculum in September 2021. Our professional development calendar for 2021-22 included teacher collaboration time to focus on instruction in the Teachers College Reading and Writing Workshop. Time was also allocated for RTI, the International Baccalaureate, and racial equity work. We also provided professional development for all faculty on Special Education and 504 law, understanding Special Education process and procedures and implementing Individualized Education Plans. As we welcomed all students back to campus in September 2021, the first month of school focused on community and our school pillars. With the addition of another full time adjustment counselor, we bolstered student access to social emotional supports. Grades K-6 used Responsive Classroom and Grades 7-12 used Success Counseling to cultivate a strong community in a post-Covid world. We will continue these efforts in the 2022-23 academic year.

Organizational Viability

Organizational Structure of the School



- Board of Trustees
President: Toni Kauffman
- Administration
Director: Peter Steedman
Assistant Director: Scott Goldin
Operations Administrator: Hillary Smith
Director of Student Services: Robert Louzan
Administrator of Special Education: Mandy Tomkins
Business Manager: Jeannie Clement
Guidance Administrator: Sarah Smith
Front Office Manager: Meaghan Goldrup
School Adjustment Counselor: Hope Tripp/Haven Huck
Technology Facilitator: Maribeth Macaia
- Faculty
Teacher / Advisor
ELL Coordinator
Other Lead Teachers
Librarian
Technology Integration
Learning Facilitators
Teacher Assistants
- Other Staff
Service Personnel

3) BUDGET AND FINANCE

A. Unaudited FY22 as approved May 6, 2021 statement of revenues, expenses, and changes in net assets (income statement)

Please see Attachment A

B. FY22 statement of net assets (balance sheet)

Please see Attachment B

C. FY23 approved school budget

Please see Attachment C

ii.

FY 23 Enrollment Table	Number
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<i>Martha's Vineyard Public Charter School</i>		<i>2021-2022 Annual Report</i>	
Number of students pre-enrolled via March 15, 2022 submission		180	
Number of students upon which FY23 budget tuition is based		180	
Number of expected students for FY23 first day of school		180	
Variances			

iii. Capital Plan for FY23

b. MVPCS is in early discussions with local architects to consider the building of additional multi-purpose space on campus. A formalized building committee will meet to consider next steps in the fall of 2022. Our hope is to raise 3 million dollars for the additional building through a fundraising campaign over the next two years. The school has a capital project reserve account. The balance in the account as of June 30, 2022 is \$900,000.

APPENDIX A

Accountability Plan Evidence 2021-2022

Faithfulness to Charter

	2021-2022 Performance (Met/Not Met)	Evidence
Objective: Create an environment that supports and encourages a holistic partnership between all MVPCS students and the larger Island community. (KDE 1)		
Measure: By the end of the Charter term, the school will develop (10) ten holistic partnerships with local island farms and cultural centers.	Met	Through our Experiential Learning and International Baccalaureate programs, MVPCS was able to establish over (10) ten holistic partnerships with local island farms and cultural centers including Slough Farm, Island Grown Initiative, The Island Food Pantry, Mass Audubon at Felix Neck, Featherstone Center for the Arts, and the African- American Heritage Trail.
Measure: Each year, 100% of Grade 11-12 students will plan, develop, track and complete one Service-Learning project through the International Baccalaureate (IB) Diploma (DP) or Career-related (CP) Program. This will be documented through the IB, DP, CAS, program or the IB CP Reflective Project (RP).	Not Met	As 2021-22 was the first year of MVPCS offering the IB program, only students in Grade 11 participated in CAS and the RP. All students in the IB developed, tracked and completed one Service-Learning project.
Objective: The school remains faithful to the charter in creating a multi- aged environment and creates opportunities for collaboration among grades and disciplines. (KDE 4)		
Measure: Each year, 100% of MVPCS teachers will participate in one collaborative experience with a colleague from another grade level each year. Teachers will share these best practices in monthly Faculty Meetings.	Not Met	As MVPCS promotes multi-age learning, 100% of teachers participated in a collaborative experience with a colleague from another grade level. Many monthly Faculty Meetings were dedicated to Covid-19 related issues, and best practices were not shared at every meeting. This will be a focus of the 2022-23 school year.
Measure: Each year, 100% of students in grades K-12 will participate in at least two multi-age collaborative learning experiences each semester. Exhibitions of multi-age projects will be shared with the larger MVPCS community once a semester.	Met	100% of students in grades K-12 participated in more than two multi-age collaborative learning experiences each semester. Project Period Exhibitions were shared with the larger MVPCS community in December and June.
Measure: Each year, 100% of MVPCS students in Grades 5-12 will participate in a multi-age project culminating with an exhibition for the larger MVPCS community twice a year.	Met	100% of MVPCS students in Grades 5-12 participated in a December and June Project Period culminating in a public exhibition for the community.
Objective: MVPCS creates opportunities for students to be thoroughly engaged in their individual learning creating lifelong learners in the process. (KDE 2)		

Measure: During the Charter Term, 100% of students in Grades 1-12 will complete an independent research project, highlighting their unique contributions as an MVPCS student, and will annually share these with the larger MVPCS community.	Met	An independent research project was completed by every student in Grades 1-12. List of exhibitions are maintained by the front office, and participant research projects are maintained by teachers in student records. 100% of students exhibited their work.
Measure: During the Charter Term, 100% of students in Grades 11-12 will participate in the International Baccalaureate Diploma or Career-related Program.	Not Met	As 2021-22 was the first year of MVPCS offering the IB program, only students in Grade 11 participated in the International Baccalaureate Diploma or Career-related Program.
Measure: By the end of the Charter Term, 90% of all students will progress to Practitioner level as a self-directed/lifelong learner on the Charter Learner Tool at the end of his/her/their second year in each two year rotation.	Not Met	The Charter Learner rubric is used by teachers to record progress. Data is received and organized by teachers. This data is recorded for second grade, fourth grade, sixth grade, eighth grade, tenth grade and twelfth grade. This year's percentage was 89.5%.
Objective: The school will promote collaborative teaching and learning practices between teachers and members of the EL Department to maximize learning outcomes for EL students and their families. (KDE 4)		
Measure: During the Charter Term, 80% of EL students will Meet or Exceed Grade Level expectations on the school's universal screening tool (i.e. Track my Progress).	Not Met	Four (4) students took the universal screening tool's spring assessment in ELA. One (1) of the 4 (4) Met or Exceeded expectations. As this is only 25%, the school did not achieve this measure. Five (5) EL students took the spring Math assessment. 3 of the 5 Met expectations. As this is 60%, the school did not achieve this measure.
Measure: During the Charter term, the ELPAC will collaborate with teachers and families to create an annual community event aimed to promote cultural understanding with the school and our Island Brazilian community.	Met	On May 19th, MVPCS held the first annual Brazilian Family Resource Night. Community partners including the Island Housing Trust, Vineyard Smiles, Vineyard Health Care Access, ACE MV, and Island Tax consultants provided Brazilian families in the community with valuable resources. A panel shared with the gathered audience stories of struggle and success from the Brazilian community on Martha's Vineyard.
Measure: During the Charter term, a partnership will be made with the Wampanoag Tribe of Aquinnah to enhance the MVPCS curriculum to include the history of the local native American population.	Met	Students in Grades 5-8 traveled to Aquinnah to connect with Wampanoag Tribal elders and to learn about native American customs and traditions on Martha's Vineyard. Through a partnership with the Aquinnah Cultural Center, students in Grades K-4 learned about Wampanoag history and culture.
Measure: Each year, the social studies curriculum will revise one Social Studies unit plan to incorporate the history of the local native American population.	Met	In Grades 7-8, the social studies classes adopted the <i>Dawnland</i> curriculum, where they learned about Native American family displacement in Nova Scotia. Connections were made to similar displacements on Martha's Vineyard.
Objective: MVPCS will develop real projects from meaningful practical themes relating to the world climate crisis. (KDE 3)		
Measure: Each year, students in Grades 5-12 will organize and host three (3) Climate Cafes focused on the world climate crisis.	Not Met	The Charter School was not involved in developing the Climate Cafes this year. Instead, students in Grades 7-12 participated in a Youth Climate Summit in May held at the Massachusetts Audubon at Felix Neck. The focus of the summit was on sustainability. We hope to be involved in the development of Climate Cafes in the 2022-23 academic year.
Measure: Each year, 100% of students in Grades K-4 will produce one project related to the climate crisis.	Met	Kindergarten students created small projects on Monarch Butterflies. Students in Grades 1-2 created endangered species projects. Grade 3 students completed a Pollinator Garden Project. Grade 4 students developed a smaller research project on the vanishing wolf population in Yellowstone and a larger project on Oceans in the spring.
Objective: MVPCS will develop strong parent, student and teacher partnerships. (KDE 5)		
Measure: During the Charter Term, 100% of MVPCS students will participate in Personalized Education Plan (PEP) meetings on an annual basis..	Met	All students in grades K-12 participated in PEP meetings (3) three times throughout the 2021-22 academic year.

<p>Measure: Each year, the school will host 5 community events to develop strong teacher and family partnerships, i.e. Soup and Game Night, Potlucks, Talent Show, and Exhibitions.</p>	<p>Met</p>	<p>Despite the limitations associated with the pandemic, MVPCS was able to host (5) five community events including a Family Potluck, Brazilian Family Resource Night, Exhibitions and school plays.</p>
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Objective and Measures related to Dissemination

	<p>2021-2022 Performance (Met/Not Met)</p>	<p>Evidence</p>
<p>Objective: MVPCS will strive to share with the surrounding districts best practices related to Racial Equity. (KDE 1)</p>		
<p>Measure: During the Charter Term, the school will build partnerships with Island organizations and the sending districts to explore ways to maximize the hiring of diverse candidates.</p>	<p>Not Met</p>	<p>This year, representatives from MVPCS met with the Martha's Vineyard NAACP to explore ways to maximize the hiring of diverse candidates. Unfortunately, this did not lead to an increase of diverse candidates applying for jobs at the school. We understand that it will take many years to build partnerships in order to bring this vision to fruition.</p>
<p>Objective: MVPCS will strive to share with the surrounding districts best practices related to International Mindedness. (KDE 1)</p>		
<p>Measure: Over the Charter term, MVPCS will share with surrounding districts results from the International Baccalaureate Diploma and Career-related Programs.</p>	<p>Not Met</p>	<p>As 2021-22 was the first year of MVPCS offering the IB, we did not share with the surrounding districts results from the IB Programs. Our IB Spanish and Science teachers were able to share best practices with an IB school in San Juan during a high school trip to Puerto Rico.</p>

APPENDIX B

Charter School Recruitment and Retention Plan

Martha's Vineyard Public Charter School Recruitment Plan 2022-2023

2021-2022 Implementation Summary

Recruitment remained a priority for the 2021-2022 school year. We continue to maintain a wait list of applicants for many grade levels. We advertised our Virtual Open House in the local papers. Despite the limitations of the global pandemic, the school used our Experiential Learning program to reach out to different island organizations to highlight our work with hands-on, project-based education.

The expanded Special Education Department ensured that we were providing delivery for all students. Advertisements highlighting MVPCS were placed in local papers. Local newspapers highlighted the school in various articles this year. Special Education staff and a Brazilian Portuguese translator attended the annual Enrollment Open House and were available to speak with prospective families during all tours. Despite gains from 2018-2020, attracting EL students, specifically Brazilian Portuguese speakers on Martha's Vineyard, continues to be a challenge for our school. For more information on how we attempt to attract additional students from the Brazilian community on Martha's Vineyard, please refer to our Recruitment Plan.

Although recruitment efforts are beneficial in promoting our school, we are beholden to state laws surrounding Charter School enrollment, specifically in regards to the cap. This dictates which students we can enroll.

General Recruitment Activities for 2022-2023

- Recruitment activities are continuous throughout the year.
- Publication of our lottery is put in all local news media.
- Activities are listed on our website.
- The school's presence on Instagram will be continuous as 2-3 posts are made weekly highlighting school activities.
- The community is invited to view all student work presentations/exhibitions. This happens throughout the building in individual classrooms. Twice a year, at the culmination of a block of study called Project Period, there is a virtual school wide exhibition.
- The school provides a personalized tour of the facility upon request. Our Annual Open House is published in the local papers and invitations are sent home to families.
- An International Baccalaureate Information Night will be held twice this year to highlight this remarkable high school offering.
- A Brazilian Family Resource Night will be held to connect our school with the local Brazilian Portuguese community. At the event, we will share that MVPCS is a free public school option.
- A Student Showcase/Open House evening highlighting work done in each grade level throughout the building is held in the winter. This is advertised in the local paper. A Brazilian Portuguese translator will be in attendance to promote the upcoming open application process.
- The PTO will continue and expand a number of community building events. This spring, we held a 25th Anniversary celebration at a local museum to recognize MVPCS as one of the oldest Charter Schools in the Commonwealth. This event was attended by Charter School founders, board members, alumni, parents, and teachers. We will build upon the momentum created by this celebration to hold more events honoring our community.
- Our High School Graduation is covered in the local papers. This spring, graduates from the class of 2022 participated in an outside graduation. Eighth graders had a community sendoff as well, culminating in an outdoor ceremony at the local Grange Hall. These traditions will continue in 2022-23.
- Throughout the year, press releases will be sent out regularly and we will continue to inform local media about our activities and accomplishments. All media outreach will include our status as a free public school. All publications regarding enrollment will be in both English and Portuguese to encourage ELL applications. The school will maintain a relationship with other districts and preschools in an effort to disseminate information about our SPED and ELL program.
- A focus of the Board in 2022-23 will be to develop new ways to maximize the school's outreach to the African-American community on Martha's Vineyard.

Recruitment Plan –2022-2023 Strategies

Special education students/students with disabilities

(a) CHART Data	(b) Continued 2021-2022 Strategies
<p>School percentage: 26.7 GNT percentage: NA CI percentage: 12.8</p> <p>The school is above CI percentages.</p>	<p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● We will continue to have school Special Education staff attend the Enrollment Open House. ● We will continue to have Parent representatives from the Special Education Parent Advisory Council (PAC) attend the annual Enrollment Open House.

- We will continue to provide all applicants with special education in charter schools' the Right to Attend document.
- We will continue to make sure Special Education staff are available to meet with families during school tours.
- Administrators will continue to build up participation of parents in the PAC by hosting beginning of the year activities.
- The school recently expanded its Special Education department and we will continue to have a Special Education staff member present at all special events and functions at the school.
- We will continue to work with the regional school district to obtain accurate lists of all students and their addresses for mailings.
- A representative for Special Education will continue to be available for PEP (Personal Education Plan) meetings.

Limited English-proficient students/English learners

(a) CHART Data

School percentage: 3.6%
GNT percentage: 9.1%
CI percentage: 9.5%

The school is below GNT percentages and below CI percentages

(b) Continued 2021-2022 Strategies

- The School's ELL Coordinator will continue to meet regularly with other ELL Coordinators in the district.
- The ELL Coordinator will continue to engage in dialogue with current ELL families regarding enrollment.
- Applications for Enrollment will continue to be distributed in Portuguese (the dominant ELL language in the area) to local preschools.
- Relationships with community organizations will continue to include translations of enrollment information about the school. Translations of enrollment information will be distributed to local libraries and businesses.
- Leaders in the Brazilian community will continue to be invited to meet with the director and tour the school.
- Ensure bilingual staff and/or family members continue to be present at information sessions and recruitment events to assist with translation and communication.
- We will continue to build relationships with local Brazilian churches and businesses.
- We will continue to build on our relationship with the local Community Services Center and their work with the Brazilian population.
- Continue to create social media posts on Instagram in Portuguese with direct links to translated school information.
- The ELL Coordinator will further develop our ELPAC to engage with the ELL community on Martha's Vineyard.
- Advocate for a change in Charter School enrollment policies as we are forbidden to take any students on our waiting list from some towns on the island that are over the enrollment cap. This potentially hinders us from taking ELL students.
- The Board of Directors will actively recruit new members from the Brazilian community.
- The ELL Coordinator will continue to meet regularly with *Estamos Todos Juntos* (We Stand Together), a group committed to promoting inclusive practices on Martha's Vineyard.
- In 2021, we held a panel discussion with members of our Brazilian community and our staff relating to how we can best serve Brazilian students

	<p>and their families. We will continue to provide opportunities to create open dialogue in the 2022-23 school year.</p> <ul style="list-style-type: none"> • We will post school information on Martha's Vineyard Brazilian Social Media platform entitled Brazucada. • The school will add the perspective of Brazilian families on the school website. • Although we were able to successfully add a member of the Brazilian community to our Board of Directors, we will continue to enhance Brazilian representation on the Board and Board sub-committees.
	<p>(c) 2022-2023 Additional Strategies X <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: <i>All strategies listed below will be introduced this year. We hope to see a change in the date in 2-3 years.</i></p> <ul style="list-style-type: none"> • In May, MVPCS held a Brazilian Family Resource Night. The evening focused on providing valuable Island resources for Brazilian families. We also included a panel discussion with members of our Brazilian community. The event was well attended and we will offer a similar event during the 2022-23 academic year. • We hired a full-time Teacher Assistant from the Brazilian community. This is the first time in the school's history that a native Brazilian has been a member of the MVPCS staff. • We hired a Brazilian Community liaison to serve as a bridge between the school and the Brazilian community on Martha's Vineyard.

**Students eligible for free or reduced lunch
(Low Income/Economically Disadvantaged)**

<p>(a) CHART Data</p> <p>School percentage: 53.9% GNT percentage: 28.2% CI percentage: 35.4%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • We will continue to take enrollment information accessible in public places such as food pantries, churches and libraries. • Reach out to low income preschools to inform parents about the school. • Continue to make the application for free/reduced lunch easily accessible to all families by having it available on the school's website, mailed in the summer mailing, and reminding families, through the weekly director's bulletin, that the application is available.
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<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Continue to contact all guidance counselors from sending districts in January, prior to the Open House, to suggest that they invite families of students who are sub-proficient to the Open House. • Include information about our extra support services and homework club on our website. • Include information about our social/emotional services in our promotional brochure and our website. • Mail a letter home to families in the sending district that describes that the school is public and open to all on a first come first serve basis, allowing for district cap restrictions.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Meet with guidance counselors from the sending district High School to identify particular students who might benefit from our school and contact those families that are suggested. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students. • Leave brochures designed for high school age kids at Alex's Place at the local YMCA.
<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Contact the Department of Children and Families, parole officers, and the YMCA to connect with youth who have dropped out of school. Distribute information about the high school program to the leaders in those organizations. • Connect students with Island Wide Youth Collaborative and assist students in pursuing the HiSET as needed. • Meet regularly with local police department to keep informed. • Adjustment counselors maintain connections with families and students who have dropped out to provide information and support.
<p><u>Other subgroups</u></p>	<p align="center">(g) Continued 2021-2022 Strategies</p> <ul style="list-style-type: none"> • Contact and distribute information about the MVPCS and enrollment information to the Wampanoag Tribe of Aquinnah.

Retention Plan 2022-2023

2021-2022 Implementation Summary

The school's retention rate in 2021-22 continues to remain close to 80%. We are currently at 79.5. There may have been a number of factors that contributed to a drop from the previous year including the impact of the global pandemic and a shortage of housing on Martha's Vineyard. Strategies we put in place continue to have a positive impact. A full time nurse and the addition of another full-time Counselor allowed staff to spend more time providing social emotional support. Our RTI program continued to identify and support those students who were struggling academically. Our PTO also continued to grow ;we attracted new members to leadership positions within the organization and held a variety of new in-person events in an effort to engage families. We were able to keep class sizes small in spite of building limitations so student/teacher ratios stayed low. Student supports continued to be provided to each age group in every subject. Our expanded SPED department ensured continued fidelity of interventions, and increased monitoring, support, and training for special education staff. Our PEP, Personal Education Plan, meetings created strong teacher/parent/student relationships that carried throughout the school year. Our school pillars remain a cornerstone of our community and staff has promoted an atmosphere of trust, cooperation, and democracy to create an environment that is inclusive and celebratory of differences.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –2022-2023 Strategies

Special education students/students with disabilities

(b) Continued 2021-2022 Strategies	
<p>(a) CHART data</p> <p>School percentage: 18.6%</p> <p>Third Quartile: 10.1%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>The school will provide a variety of supports for all students, including students with Special Needs. These supports will include: teacher/advisors for each student; home/school connection between the Special Education Administrator and families with students with special needs; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 3-8; teachers will regularly participate in Response to Intervention (RTI) meetings to discuss particular students' needs and next steps.</p> <p>The Special Education Administrator will host parent information sessions to provide parents with information regarding special education services.</p> <p>The school will provide easy accessibility to the student's advisor, learning specialists, and Special Education Administrator. We will continue to implement Response to Intervention (RTI) to identify and provide early intervention. Teachers will offer families frequent meetings to discuss students' progress and encourage parents to share any concerns or thoughts on students throughout the year. Support staff will meet weekly to track successes or challenges with goals and share information with teachers. School will foster relationships with organizations located within the island community and share information with families about support services available. Staff will be encouraged to participate in seminars, webinars and classes to better serve special needs students.</p>

We will continue to provide intensive individualized support and differentiated curriculum for IEP/504 students at all levels. We continued our Response to Intervention model in Grades 1-6 in an effort to plan and implement skills groups based on student needs. Flex time was added for students in Grades 7 & 8 to allow students to access additional support as needed, and students in Grades 9-12 were able to meet with staff daily in the afternoons as needed. RTI meetings used on-going data collection and analysis. We continued to offer intensified additional services as needed. We maintained close collaboration between SPED and classroom teachers and assistants.

We will continue to promote the SEPAC as we voted in new Officers in the Spring of 2019.

Teachers will receive training for supporting social/emotional needs, specifically Responsive Classroom for Grades K-6 and Success Counseling for Middle and High School.

We have added a full time Counselor to support students with soc/emotional disabilities.

We will continue to include the Administrator of Special Education in our weekly system of monitoring, tracking and intervening with all at-risk students. The Administrator of Special Education will, therefore, have first-hand, 'real time' information about school level concerns and the opportunity to intervene with special education supports where appropriate.

We expanded a Counseling position to full time.

We expanded a part-time Reading Specialist position to a full time Special Education position.

We will distribute a special education parent satisfaction survey.

We have reviewed our screening process for Dyslexia and have selected a new screening tool that was implemented during the 2021-22 academic year.

(c) 2022-2023 Additional Strategies

X – above third quartile: additional and/or enhanced strategies described below:

All strategies listed below will be introduced this year. We hope to see a change in the date in 2-3 years.

- An additional part-time special education teacher position was added to allow for smaller caseloads leading to more time for push-in collaboration with general education teachers.
- Data indicates that several students receiving special education services will transfer from MVPCS for high school. The Special Education Administrator will seek information from former students who transferred in the 9th grade to review reasons for the transfer and make adjustments to high school programming if surveys indicate a need to adjust special education programming at the high school level.

- We will enhance our efforts to expand our SEPAC membership.

Limited English-proficient students/English learners

(b) Continued 2021-2022 Strategies

The school will provide a variety of supports for all students, including limited English-proficient students. These supports will include: teacher/advisors for each student; home/school connection between the ELL Coordinator and families; support personnel will be present in every classroom throughout the school; teachers will receive ELL training; homework club will take place at least two times per week for Grades 5-12; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps. The school will offer parent information sessions regarding school academic and program information with the ELL coordinator present. The school adjustment counselor will work with families to provide access to community resources.

The ELL coordinator will be available to assist in afterschool needs and collaborate with afterschool staff. Translation for at-home assignments will be offered. Families will be contacted regarding the need for translation on any materials relating to the school and school will ensure that families understand invitations to school events. Students will be encouraged to share their cultural heritage during classroom morning meetings and designated share times. Teachers will encourage and foster this dialogue.

We enhanced our presence on social media and included postings in Portuguese. The school successfully recruited a member of the Brazilian community to serve on our Board of Trustees. We added a Brazilian family perspective on the school's website and we hope to continue to use Brazilian social media to highlight the school.

We expanded our community outreach by regularly posting school information on the Martha's Vineyard Brazilian social media platform called Brazucada.

(c) 2022-2023 Additional Strategies

X – above third quartile: additional and/or enhanced strategies described below:

- As the on-site pandemic restrictions have been lifted, our ELL Coordinator will continue our Literacy Mornings to promote bi-lingual literacy.
- In coordination with our ELPAC, MVPCS will host another multicultural Soup and Games Night.
- We will work with local agencies to find potential MVPCS staff who speak Brazilian Portuguese.
- Our ELL Coordinator will enhance methods of communication with MVPCS Brazilian families to maximize community engagement.

(a) CHART data

School percentage: 66.7
Third Quartile: 6.9

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

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

(a) CHART data

(b) Continued 2021-2022 Strategies

<p>School percentage: 16.4%</p> <p>Third Quartile: 10.4%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>The school will provide a variety of supports for all students, including students eligible for free or reduced lunch. These supports will include: teacher/advisors for each student; home/school connection between the administrator in charge of the free/reduced lunch program and the families; support personnel will be present in every classroom throughout the school; free homework club will take place at least two times per week for Grades 5-12; other free after school activities will take place during the school year.</p> <p>We will continue to offer free and reduced price lunch and snacks as well as free breakfast. After school homework club will be offered as well as additional learning resources. Scholarships for school trips/events will be provided. The school will offer extra technology support as needed and we will continue outreach strategies to partner agencies to ensure a full range of supports for families. School supplies as needed, pens, pencils, notebooks, etc. will be provided.</p> <p>We will continue to network with island organizations, specifically Island Wide Youth Collaborative and Martha's Vineyard Community Services, who provide services to low income families. The school will continue to provide transportation and child care to community events.</p> <p>We continued our Response to Intervention model in 1st – 6th Grade in an effort to plan and implement skills groups based on student needs. Flex time was added for students in Grades 7 & 8 to allow students to access additional support as needed, and students in Grades 9-12 were able to meet with staff daily in the afternoons as needed. Regular RTI meetings used on-going data collection and analysis. We continued to offer intensified additional services as needed. We maintained weekly scheduled meetings between SPED and classroom teachers and assistants.</p> <p>We will expand a backpack program so that low income students can bring home additional food and resources for the weekend. This effort was limited this year due to COVID-19 restrictions.</p> <p>We added an additional .5 Guidance Counselor position to meet the individual needs of students and their families.</p> <p style="text-align: center;">(c) 2022-2023 Additional Strategies</p> <p>X Above third quartile: additional and/or enhanced strategies described below:</p> <ul style="list-style-type: none"> ● We will expand our Health and Wellness curriculum to the 5th and 6th grade in conjunction with community partners. ● Expand our after school offerings including, but not limited to, Homework Club.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2021-2022 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are sub-proficient. These supports will include: teacher/advisors for each student; home/school connection between the Director and the Special Education teachers and families with students who are sub-proficient; Response to Intervention program will continue to be implemented in the lower grades</p>

	along with differentiation of instruction throughout the school; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 5-12; teachers in Grades K-6 will regularly participate in RTI meetings to discuss particular students' needs and next steps. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) Continued 2021-2022 Strategies</p> <p>The school will provide a variety of supports for all students, including students who are at risk for dropping out. These supports will include teacher/advisors for each student; home/school connection between the Director and the Director of Special Education (if applicable) and families with students who are at risk for dropping out. The school will continue to differentiate instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.</p>
<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2021-2022 Strategies</p> <p>The school had one student in this sub-group during the 2020-21 school year. Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Middle and High School teachers meet bi-weekly to discuss student needs. Additionally, administrators, counselors and the Special Education Director meet weekly to monitor, track and intervene with all at-risk students.</p>
<u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) Continued 2021-2022 Strategies</p> <p>Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Teachers will regularly participate in meetings to discuss particular students' needs and next steps.</p>

APPENDIX C

School and Student Data/Board and Committee Information & Schedules

Student demographic information can be found on the Department's website using MVPCS's profile.

Below is the link to the MVPCS's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550&orgtypecode=6&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of entire student body
African-American	0.6%
Asian	0.6%
Hispanic	13.3%
Native American	1.8%
White	70.5%

Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	13.3%
First Language Not English	3.6%
English Language Learner	3.6%
Students with disabilities	26.7%
High Needs	64.8%
Economically Disadvantaged	53.9%

ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Peter Steedman, Director	Responsible for the overall administrative and educational management of the school and effectively supporting staff in implementing the charter in a legally and programmatically responsible manner within broad policy guidelines and plans adopted by the MVPCS Board of Trustees, in compliance with Massachusetts General Laws.	July 1, 2018	
Scott Goldin Assistant Director	Responsible for assisting the Director with the overall administrative and educational management of the school, in compliance with Massachusetts General Laws.	July 1, 2020	
Hillary Smith Operations Administrator	Responsible for Assisting Director and Assistant Director with operational tasks including scheduling, MCAS coordination and the I.B. Diploma and Career-related programs.	July 1, 2021	
Jeanne Clement Business Manager	Responsible for the overall financial management of the school in compliance with Charter School Office financial policies and MA General Laws.	July 1, 2021	
Mandy Tomkins Administrator of Special Education	Responsible for working with the Director of Student Services to coordinate Special Education programming.	July 1, 2020	

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	40	2	9	1-End of Maternity Leave 1- Retirement 5- Change School 4- Career Change
Other Staff	21	3	1	1 - Career change 3- Retirement

BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2022	6
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	9

BOARD MEMBERSHIP DURING THE 2021-22 SCHOOL YEAR

Name		Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Toni M. Kauffman	President	Trusteeship, Teaching and Learning, Wellness	1	11/16/17-10/24/20 6/18/20-6/18/23
Gregory J Germani	Vice President	Finance	1	11/16/17 – 09/7/20 6/18/20-6/18/23
Tim McHugh	Treasurer	Finance	2	6/6/16/16-6/30/19 5/3/19-5/3/22
Christopher Anderson	Trustee	Teaching and Learning	1	11/16/17 – 9/7/20 6/18/20-6/18/23
Laura Weisman	Trustee	Trusteeship	1	11/14/19-7/30/20 7/1/20-6/30/24
Keith Chatinover	Trustee		N/A	3/17/2021-6/30/24
Kara Gelinas	Trustee		N/A	07/01/2021- 6/30/2024
Laurel Reddington	Trustee	Trusteeship	N/A	07/01/2021- 6/30/2024

2022-23 MEETING SCHEDULES (all in-person at MVPCS)

BOARD OF TRUSTEES	FINANCE COMMITTEE	Other Committees
Date/Time at MVPCS	Date/Time at MVPCS	Name of Committee Date/Time
September 14/ 5:30 PM	September 12/ 5:30 PM	Teaching & Learning September 27/ 5:00 PM
October 19/ 5:30 PM	October 17/ 5:30 PM	Teaching & Learning November 29/ 5:00 PM
November 16/ 5:30 PM	November 14/ 5:30 PM	Teaching & Learning January 31/ 5:00 PM
December 21/ 5:30 PM	December 19/ 5:30 PM	Teaching & Learning March 28/ 5:00 PM
January 18/ 5:30 PM	January 17/ 5:30 PM	Teaching & Learning May 30/ 5:00 PM
February 15/ 5:30 PM	February 13/ 5:30 PM	Trusteeship September 22/ 10:00 AM
March 15/ 5:30 PM	March 13/ 5:30 PM	Trusteeship November 17/ 10:00 AM

April 12/ 5:30 PM	April 10/ 5:30 PM	Trusteeship January 19/ 10:00 AM
May 4/ 5:30 PM	May 1/ 5:30 PM	Trusteeship March 16/ 10:00 AM
Jun 14/ 5:30 PM	Jun 12/ 5:30 PM	
July 19/ 5:30 PM	July 17/ 5:30 PM	

APPENDIX D

Additional Required Information

Appendix D: Additional Required Information

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Toni Kauffman	No Change
Charter School Leader	Peter Steedman	No Change
Assistant Director	Scott Goldin	No Change
Operations Administrator	Hillary Smith	No Change
Director of Student Services	Robert Louzan	No Change
Administrator of Special Education	Mandy Tomkins	No Change
MCAS Test Coordinator	Hillary Smith	No Change
SIMS Coordinator	Meaghan Gouldrup	No Change
English Language Learner Director	Pam Echlin	No Change
School Business Official	Jeanne M. Clement	No Change
SIMS Contact	Meaghan Gouldrup	No Change
Admissions and Enrollment Coordinator	Meaghan Gouldrup	No Change

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	March 8, 2023
Lottery	March 10, 2023

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Martha's Vineyard Public Charter School

Profit & Loss

07/26/22

July 2021 through June 2022

	<u>Jul '21 - Jun 22</u>
Ordinary Income/Expense	
Income	
001 STATE TUITION	5,017,494.00
002 GRANTS	
COVID-19 Grants	230,246.74
Private Grants	13,918.94
State-262 EEC Grant	1,113.00
Federal-309 Title IV	10,000.00
Federal-140 SPED	5,726.00
Federal-240 SPED	40,072.00
Federal-305 Title I	44,283.00
Federal-REAPS	18,108.00
	<hr/>
Total 002 GRANTS	363,467.68
006 NUTRITION	98,171.03
009 STUDENT PROGRAMS	93,539.08
010 TRANSPORTATION AID	78,913.00
015 DONATIONS	2,632.14
016 BANK INTEREST	6,615.26
	<hr/>
Total Income	5,660,832.19
	<hr/>
Gross Profit	5,660,832.19
Expense	
100 ADMINISTRATION	708,517.12
101 ADMIN. EXPENSE	136,193.73
220 TEACHERS-CLASSROOM, SPECLST	2,404,068.49
230 TEACHING SERVICES	103,353.16
240 PROFESSIONAL DEVELOPMENT	26,607.61
250 GUIDANCE, CONSULTANTS	172,560.39
260 INSTRUCTIONAL SUPPLIES	101,888.61
300 PUPIL SERVICES	471,120.56
370 STUDENT PROGRAMS	190,391.68
400 OPERATIONS AND MAINTENANCE	559,889.78

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07/26/22

Martha's Vineyard Public Charter School

Profit & Loss

July 2021 through June 2022

	<u>Jul '21 - Jun 22</u>
510 EMPLOYER PAYROLL TAXES	121,522.80
520 INSURANCE	634,059.22
Total Expense	<u>5,630,173.15</u>
Net Ordinary Income	<u>30,659.04</u>
Net Income	<u><u>30,659.04</u></u>

Balance Sheet

As of June 30, 2022

	<u>Jun 30, 22</u>
ASSETS	
Current Assets	
Checking/Savings	
MV Savings General Account	5,711.84
MV Savings Money Market	1,567,049.60
MV Savings Payroll Account	52,508.00
MV Savings Vendor Account	22,127.01
	<hr/>
Total Checking/Savings	1,647,396.45
Other Current Assets	
Cash on Hand	200.00
Due from Vendor	1,000.00
Solar Credit Electricity	10,728.32
Prepaid Expenses	6,063.34
Prepaid Rent	-12.00
Due from Federal Grants	21,340.74
Due from State	7,149.51
	<hr/>
Total Other Current Assets	46,469.91
Total Current Assets	1,693,866.36
Fixed Assets	
Furniture & Equipment	414,129.08
Accumulated Depreciation	-265,447.00
	<hr/>
Total Fixed Assets	148,682.08
TOTAL ASSETS	<hr/> 1,842,548.44 <hr/>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	18,813.87
Credit Cards	3,807.05
Other Current Liabilities	
Student Activities Money Rec'd	200.00
Payroll Deductions	
MA Paid Family & Medical Leave	1,008.04
HSA Deductions	199.87
EyeMed Insurance	22.43
Dental Insurance	1,578.66
Employee Payroll Taxes	8,497.90
Health Insurance	37,356.01

Martha's Vineyard Public Charter School

Balance Sheet

As of June 30, 2022

	<u>Jun 30, 22</u>
MTRS Deductions	<u>54,260.32</u>
Total Payroll Deductions	<u>102,923.23</u>
Total Other Current Liabilities	<u>103,123.23</u>
Total Current Liabilities	<u>125,744.15</u>
Total Liabilities	125,744.15
Equity	
Capital Project Reserve	900,000.00
Invested in Capital Assets	265,096.00
Retained Earnings	521,049.25
Net Income	<u>30,659.04</u>
Total Equity	<u>1,716,804.29</u>
TOTAL LIABILITIES & EQUITY	<u><u>1,842,548.44</u></u>

**Martha's Vineyard Public Charter School
Board-Approved Fiscal Year 2023 Budget**

Ordinary Income/Expense	Proj FY2022	FY2023 Budget
Income		
001 STATE TUITION	\$ 4,767,139	\$ 5,056,103
002 GRANTS		
COVID-19 Grants		
American Rescue Plan IDEA 252	\$ 10,636	
American Rescue Plan IDEA 264	\$ 946	
P-EBT Admin Costs	\$ 614	
ESSER II_115 Grant	\$ 176,239	
ESSER III Grant 119	\$ 37,361	\$ 175,000
Total COVID-19 Grants	\$ 225,796	\$ 175,000
MVDC Ed Committee Book Grant	\$ 219	\$ 226
State-262 EEC Grant	\$ 1,113	\$ 1,146
Federal-309 Title IV	\$ 10,000	\$ 10,300
Federal-140 SPED	\$ 5,726	\$ 5,898
Federal-240 SPED	\$ 39,888	\$ 41,085
Federal-305 Title I	\$ 47,369	\$ 48,790
Federal-REAPS	\$ 18,108	\$ 14,676
Private-Cultural Council	\$ 5,500	\$ 5,665
Private-MV Fellowship	\$ 2,200	\$ 2,266
Private-Bank Mini Grants	\$ 2,000	\$ 2,060
Total 002 GRANTS	\$ 357,919	\$ 306,886
006 NUTRITION		
Food Services	\$ 2,634	\$ 20,600
State, Federal Reimbursement	\$ 81,686	\$ -
Total 006 NUTRITION	\$ 84,319	\$ 20,600
009 STUDENT PROGRAMS		
Activities	\$ 29,801	\$ 30,695
009 STUDENT PROGRAMS - Other	\$ 420	\$ 433
Total 009 STUDENT PROGRAMS	\$ 30,221	\$ 31,128
010 TRANSPORTATION AID	\$ 75,000	\$ 75,000
015 DONATIONS		
Restricted Donations	\$ 1,000	\$ 1,030
Unrestricted Donation	\$ 25	\$ 26
Total 015 DONATIONS	\$ 110	\$ 1,056
016 BANK INTEREST	\$ 6,360	\$ 6,551
019 MISC REVENUE	\$ 21	\$ 22
Total Income	\$ 5,302,763	\$ 5,497,345
Gross Profit	\$ 5,302,763	\$ 5,497,345
Expense		
100 ADMINISTRATION	\$ 703,065	\$ 734,703
101 ADMIN. EXPENSE		
Advertising	\$ 6,192	\$ 6,378
Copy Machine	\$ 11,395	\$ 11,736
Legal, Audit, Payroll	\$ 4,535	\$ 4,671
Office	\$ 144	\$ 149
Office Computers	\$ 24,843	\$ 13,905
Paper	\$ 1,799	\$ 1,852
Staff Travel	\$ 1,042	\$ 1,073
101 ADMIN. EXPENSE - Other	\$ 75,799	\$ 67,980
Total 101 ADMIN. EXPENSE	\$ 125,748	\$ 107,744
220 TEACHERS-CLASSROOM, SPECLST		
Classroom	\$ 1,377,836	\$ 1,439,838
Electives, Off., Arts Programs	\$ 1,025	\$ 1,071
Grants	\$ 57,235	\$ 59,810
Project Period	\$ 5,000	\$ 5,225
Resident Artists	\$ 10,538	\$ 11,012
Support Staff	\$ 820,980	\$ 861,924
Total 220 TEACHERS-CLASSROOM, SPECLST	\$ 2,272,613	\$ 2,378,880
230 TEACHING SERVICES		
Library	\$ 56,434	\$ 58,974
Substitutes	\$ 100	\$ 103
230 TEACHING SERVICES - Other	\$ 2,455	\$ 2,529

	Proj FY2022	FY2023 Budget
Total 230 TEACHING SERVICES	\$ 58,989	\$ 61,605
240 PROFESSIONAL DEVELOPMENT	\$ 24,999	\$ 26,124
250 GUIDANCE, CONSULTANTS		
Total 250 GUIDANCE, CONSULTANTS	\$ 85,969	\$ 89,837
260 INSTRUCTIONAL SUPPLIES		
Arts, Electives, Offerings	\$ 1,512	\$ 1,558
Athletics	\$ 4,563	\$ 4,700
Books	\$ 967	\$ 996
Classroom Supplies	\$ 45,557	\$ 46,924
Computer Hardware, Software	\$ 53,157	\$ 54,752
Furniture, Equipment	\$ 3,000	\$ 3,090
Grant Supplies	\$ -	\$ -
Library, Media Center Supplies	\$ 2,200	\$ 2,266
Support Supplies	\$ 6,634	\$ 6,833
260 INSTRUCTIONAL SUPPLIES - Other	\$ 2,005	\$ 2,065
Total 260 INSTRUCTIONAL SUPPLIES	\$ 119,596	\$ 123,184
300 PUPIL SERVICES		
Gym, Ktn, Nurse Salaries	\$ 249,107	\$ 256,580
Kitchen Supplies, Food	\$ 37,593	\$ 38,721
Medical Supplies	\$ 4,522	\$ 4,658
Transportation	\$ 178,581	\$ 185,000
Transportation-Arts Programs	\$ 290	\$ 299
Total 300 PUPIL SERVICES	\$ 470,093	\$ 485,257
370 STUDENT PROGRAMS		
Activities	\$ 47,965	\$ 49,404
Field Trip Exp.	\$ 2,414	\$ 2,486
IB	\$ 30,000	\$ 30,900
International Travel	\$ 5,274	\$ 5,432
Italy	\$ 8,833	\$ 9,098
Project Period	\$ 829	\$ 854
Scarecrow	\$ 259	\$ 267
Theatre	\$ 540	\$ 556
370 STUDENT PROGRAMS - Other	\$ 5,315	\$ 5,475
Total 370 STUDENT PROGRAMS	\$ 101,429	\$ 104,472
400 OPERATIONS AND MAINTENANCE		
Maintenance GRANTS	\$ 2,362	\$ 2,433
Building/Grounds Lease	\$ 228,000	\$ 249,600
Electricity	\$ 350	\$ 361
Maintenance	\$ 165,736	\$ 170,708
Network Infrastructure	\$ 35,899	\$ 36,976
Oil, Gas, Propane	\$ 6,969	\$ -
Permits, Safety	\$ 654	\$ 674
Port. Classroom	\$ 38,392	\$ -
Safety Equip.	\$ 429	\$ 442
Telephone, Communications, Alarm	\$ 104	\$ 108
Utilities	\$ 41,040	\$ 42,271
400 OPERATIONS AND MAINTENANCE - Other	\$ 6,643	\$ 6,842
Total 400 OPERATIONS AND MAINTENANCE	\$ 526,579	\$ 510,414
510 EMPLOYER PAYROLL TAXES	\$ 121,818	\$ 125,473
520 INSURANCE		
EyeMed	\$ 1,223	\$ 1,260
Dental Ins.	\$ 22,446	\$ 23,119
Health Ins.	\$ 593,444	\$ 633,444
Life, Disability	\$ 32,300	\$ 33,269
Property, Liability	\$ 9,626	\$ 9,915
State Unemp.	\$ 17,662	\$ 18,192
Student Ins.	\$ 2,907	\$ 2,994
Wrks. Comp.	\$ 26,660	\$ 27,460
Total 520 INSURANCE	\$ 706,268	\$ 749,653
Total Expense	\$ 5,317,164	\$ 5,497,345
Net Ordinary Income	\$ (14,402)	\$ -
Net Income	\$ (14,402)	\$ -