

Martha's Vineyard Public Charter School

Annual Report 2022-2023

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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 (if applicable)	5 (Edgartown, Martha's Vineyard Regional, Oak Bluffs, Tisbury, and Up Island Regional)
Year Opened	1996	Year(s) Renewed (if applicable)	2001, 2006, 2011, 2016, 2021
Maximum Enrollment	180	Enrollment as of July 31	174
Chartered Grade Span	K-12	Current Grade Span	K- 12
Number of Instructional Days per school year	180	Students on Waitlist	1
Number of Instructional Days per 2022-2023 school year	180		
School Hours	8:15-3:15	Age of School as of 2022-23 School Year	27
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.			

School Performance and Program Implementation**Faithfulness to Charter****CRITERION 1: MISSION AND KEY DESIGN ELEMENTS**

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)

In the 2022-23 school year, the Martha's Vineyard Public Charter School underwent multiple evaluations through the Department of Education, including our mid-cycle Charter Review, ELL tiered-focused monitoring, as well as Special Education and Civil Rights group A tiered-focused monitoring. We appreciated the feedback we received, which confirmed our significant positive growth in multiple areas. We are pleased to report that there were no findings. In many ways, the 2022-2023 school year was a return to normalcy after the unprecedented context of global pandemic. A silver lining that emerged from pandemic-related programming shifts, we continued our Experiential Learning program that connected our Middle School students to community partners across Martha's Vineyard. The 2022-2023

school year also saw the graduation of our first ever International Baccalaureate program cohort, with students in both the Diploma and Career Programs. The enhanced rigor of our academic curriculum seems to have had a demonstrable effect on the acceptance of our students to their first choice colleges and gap-year programming. 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, while providing 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-4 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 *The Witch's Princess* also included students in Grades K-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 during the past few years,, we decided to continue to offer the experience to our Middle School students for the 2022-23 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 Native Earth Teaching Farm, 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, we were able once again to send both our Middle School and High School students to Vermont to participate in the in-person 3-4 day Success Counseling workshop at the Hulbert Outdoor Center (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. In an effort to connect with key organizations on Martha's Vineyard, our students in elementary school took a number of dynamic field trips and had visitors from Polly Hill Arboretum, Slough Farm, the Martha's Vineyard Museum, the Aquinnah Cultural Center, Mermaid Farm and many more.

In September of 2021, we launched the International Baccalaureate (IB) Diploma and Career-related programs for all students in Grades 11-12, and in May of this year, our first IB cohort completed the first round of IB exams to be held at the Charter School. The IB is offered 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! We are proud of the accomplishments of our first IB graduates and also the hard work of our high school staff in bringing this program to fruition. .

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. We are pleased that this focus on writing over the past 5 years has led to some of the highest ELA MCAS scores on the island. This fall, our focus turned to upgrading our math curriculum. The Math Curriculum Coordinator for grades K-6 held a number of meetings to work collaboratively with teachers to explore our current math curriculum offerings and to use data to consider potential next steps. This collaboration led to the purchase of additional math resources and fostered rich discussions amongst math teachers.

At over 25 years old, the Martha's Vineyard Public Charter School is one of the oldest Charter Schools in the Commonwealth. The past few years have brought with them unforeseen challenges, but also unexpected opportunities for growth. The tenacity, professionalism and commitment by the professionals in the building and the strong support of our community saw us through the most difficult years of the pandemic and continue to guide us in this return to normalcy. Our pillars and school rights continue to guide our actions as we reaffirm our commitment to support our most vulnerable students in our community. We look forward to the 2023-24 school year with confidence in lessons learned from the experience and an optimistic eye toward the future.

Amendments to the Charter

There were no amendments to the Charter during the 2022-2023 school year.

CRITERION 2: ACCESS AND EQUITY: DISCIPLINE DATA

1. [2021-22 Student Discipline Data Report](#)
2. Please see table below:

2021-22 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 Alaska Native	1	0.0	0.0	0.0	0.0
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
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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. Despite the challenges of the pandemic and its lingering effects,, the school continued to highlight our pillars and school rights in framing conversations in our Advisory program. We were able to return to holding daily Morning Meetings as an entire community for the full school year. These Morning Meetings highlight a student of the day, pillar of the week, sing songs, and promote random acts of kindness. We believe that our daily advisory check-ins and Morning Meetings have a positive impact on students’ sense of belonging and behaviors within the school community.

The school continues to use *Responsive Classroom* in Grades K-6. In Grades 7-12, we use *Success Counseling* as our comprehensive behavioral program. The High School traveled to the Hulbert Outdoor Center (HOC) in Vermont in January to complete a week-long Success Counseling training, while our Middle School attended in October. In an effort to support our students Social and Emotional Learning, our counselors offered a class in SEL for students in Grades 1-4. This year, we implemented a year-long health class for grades 5-6, which had previously been addressed by a series of mini-courses. The health class covered topics ranging from positive self-image to conflict resolution. Students in Grades 7 and 8 developed interpersonal and collaborative skills by participating in our in-person Experiential Learning program. In February, Jenelle Burley Hofmann, author of *iRules* (2014), 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 working in collaboration with our two newly hired Diversity, Equity, and Inclusion (DEI) coordinators, we instituted an evolved approach to addressing impactful language amongst students and community members. This approach was inclusive of a three step process: Conversation, Reflection, and Repair. Through this process, students and community members that erred in their behavior or language had an opportunity to address the behavior and find avenues for meaningful conflict resolution.

CRITERION 4: 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
Health and Safety: updated COVID plan to serve a multi age school population, safety and access to services for student needs, screening schedules.	Frequent meetings with regional school nurses as a Community of Practice.	Traci Monteith (School Nurse)	Regional School Nurses/ Schools in District	Connections to mental health services, medical education, updated COVID-19 protocols, protocols and procedures for screening, pre-concussion forms for sports.

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Project based learning and international community interaction	Visit from French Guiana	Jonah Maidoff (Teacher)	International School in French Guiana	Visit from the International School in Cayenne, French Guiana. Students shared and learned about each other's cultures.
Support for EL students	EL Coordinators Meetings	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	Climate Cafes	Jane Paquet (Teacher)	Regional High School, and Mass Audubon	High school students coordinated six Climate Cafes, highlighting local environmental issues and climate related topics at a local cafe.
Community Outreach and Interaction	Citizen Science Program	Alistair Rizza and Jane Paquet (Teachers)	Partnership with Biodiversity Works	Students met with team members of Biodiversity works and helped monitor mammalian species in our local ecosystem and connect to a nationwide study.
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 inventions to the greater public.
Community Outreach	Workshop / Performance	Christina Montoya (Teacher)	Martha's Vineyard Community	Brought Senegalese dancers and musicians in partnership with Pathways and the Mirokan Cultural Center for workshops and performances with the island community.
Multi age Learning	Workshop/ Field Trip	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 Partnership	Karin Nelson, (Teacher)	Partnership with Island Grown Initiative	Partnered with Martha's Vineyard Island Grown Initiative to continue to work on Pollinator Plant Garden on campus; and travel to IGI to work on farm.
Community Outreach	Workshop	Peter Steedman (Director)	Lovell Academy	Ran a workshop on inclusive IB practices for teachers at a prospective IB school.
Community Outreach	Workshop	Freedom Cartwright, Mathea Morais (Teachers, DEI Coordinators)	Partnership with A Long Talk	All high school teachers, new teachers participated in A Long Talk, an antiracist workshop.
Community Outreach	Meeting	Freedom Cartwright, Mathea Morais (Teachers, DEI Coordinators)	Martha's Vineyard Regional High School	Our DEI Coordinators met with representatives of regional school district to share our best practices around impactful speech.
Interdisciplinary and cross subject curriculum	Exhibition	Freedom Cartwright (Teacher)	Martha's Vineyard African American Freedom Trail and West Tisbury Library	Presented an interdisciplinary project highlighting the work of the Martha's Vineyard Five, a group of civil rights pioneers.
Community Outreach	IB Night	Hillary Smith (IB Coordinator), Pete Steedman (Director) all IB Teachers	Community Members, Island Organizations	IB students showcased their work in each subject to their families, peers, and the general public.

Community Outreach	Reflection and Repair Meeting	Pete Steedman (Director)	Edgartown Elementary School Administration	Shared best disciplinary practices with Edgartown Elementary School administration.
Interdisciplinary and cross subject curriculum	Experiential Learning	Alexandra Bullen Coutts (Teacher)	Various local island organizations	Students in the IB program partnered with various Island organizations in fulfillment of their Creativity, Activity, Service (CAS) requirements- island partners learned about our IB curriculum and supported students in their CAS efforts.
Interdisciplinary and cross subject curriculum	Partnership	Sylvie Dole, Ben Hughes, Emily Smith (Teachers)	Penikese Island	Students traveled to Penikese to learn about history, ecosystem, oceanography, study shore birds, glacial terrain shaping

In addition, the Martha's Vineyard Times wrote a feature on the ways in which the Charter School commemorated Black History Month, describing it as "more than a month long event," and detailing our practice of integrating Black history into our coursework. The Vineyard Gazette published a story about our International Baccalaureate Night, showcasing the work of our IB students. The Martha's Vineyard Times 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. Additionally, frequent Instagram story updates allow us to stay engaged with our community and share exciting events daily. 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

CRITERION 5: STUDENT PERFORMANCE

The link to the Report Card for the Martha's Vineyard Public Charter School published by the DESE is: <https://reportcards.doe.mass.edu/2022/04660550>

Additional Assessment Data	
Assessment Name: Track My Progress, STAR, IB	Grades Assessed: 2-8
Date Implemented: May 26-June 13, 2023	Date Discontinued: ongoing
<p>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 allowed 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 2023 indicate overall strong scores in ELA with 82% of students scoring in the Meeting or Exceeding Expectations range, an increase from 74% with the fall ELA assessment administration. In Mathematics, 78% of students scored in the Meeting or Exceeding Expectations range. The spring 2023 math assessment yielded a 7% 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.</p> <p>Students in Grades 9-12 are assessed using <i>STAR Renaissance</i> for both Reading and Math three times a year. Overall, results show improvement in student scores in math and reading from the Fall to the Spring assessment periods.</p>	

In July, we received the final results for our first International Baccalaureate cohort: 50% of our IB Diploma program candidates successfully earned the diploma. We are pleased with these results, as the IB is internationally recognized for its rigor and is a strong indicator of college preparedness. Fifty percent of scores were a 4 or higher, with Spanish, English, and History being our strongest subjects.

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. Six students are currently being collaboratively monitored with progress reports. One student was 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.

CRITERION 6: PROGRAM DELIVERY

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, curriculum coordinator, 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. We have continued to partner with Ms. Natalie White from Plymouth Public Schools to help our school implement writing components of the Teachers College Reading and Writing Project (TCRWP) for Grades K-8. Ms. White was able to work with our staff in Grades K-8 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 all students in K-6 and further tiered level supports for those 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. We continued to utilize the Academic Interventionist role to provide additional RTI supports for students.

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 is the entirety of the curriculum for Grades 11-12 and is therefore 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, we enhance the school's culture of access and inclusivity. Participation in the IB examinations

is not a graduation requirement. In May, our first ever graduating IB cohort participated in the IB 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. High School students traveled to The Hulbert Outdoor Center in January 2023 to complete a week-long *Success Counseling* training, while Middle School students participated in October 2022.

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. This year, we hired a Brazilian Outreach Coordinator charged with connecting our school with the larger Brazilian community on Martha's Vineyard. Outreach remains a priority for our community; however, we are pleased that our retention percentage is below the third quartile, indicating that ELL students who join our community, tend to stay. Our efforts to engage with the Brazilian community will continue this year and we hope to see recruitment 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 Native Earth Teaching Farm, Featherstone Center for the Arts, and the Massachusetts Audubon at Felix Neck. We continued to partner with Connect to End Violence to sponsor a number of workshops for our students in Grades 5/6 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. All high school students and staff participated in antiracist workshops via *A Long Talk* with Kyle Williams, which all staff had participated in the previous school year. This program helped us gain insights into the history of marginalization of BIPOC communities in the United States. . The school has two DEI Coordinators who continue to facilitate this work. The school's Gender and Sexuality Alliance successfully coordinated and sponsored a True Colors Ball for LGBTQIA youth on Martha's Vineyard.

2. The Martha's Vineyard Public Charter School provided accelerated learning opportunities for all students. In June of 2023, 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 2023-2024 academic year. 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 2022-23 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 introduced monthly teacher collaboration meetings with an agenda of discussing students receiving special education services, differentiating instruction, and classroom management/behavioral 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 2023-24 academic year.

Organizational Viability

CRITERION 10: FINANCE

A. Unaudited FY23 as approved May 5, 2022 statement of revenues, expenses, and changes in net assets (income statement)

Please see Attachment A

B. FY23 statement of net assets (balance sheet)

Please see Attachment B

C. FY24 school budget as approved May 4, 2023

Please see Attachment C

FY 24 Enrollment Table	
Number of students pre-enrolled via March 15, 2023 submission	180
Number of students upon which FY24 budget tuition is based	175
Number of expected students for FY24 first day of school	174
Variiances	Since March, over 10 students have informed us that they were not returning (this is to be expected as a K-12 school with an expected transition to the regional high school). We budget conservatively each year for 5 students less than our Charter allows.

Capital Plan for FY24

MVPCS has a capital project reserve account. The balance in the account as of June 30, 2023 is \$900,000. In addition, Options in Education, a non-profit organization that owns the building and grounds, has hired a local architect to address much needed renovations to our current building and to present a plan for building a multi-purpose space on campus. A formalized building committee is currently meeting to provide input for these upgrades. Options in Education, Inc. (OIE) has hired a Development Director who is working with the larger community to raise 5.1 million dollars for these projects.

APPENDIX A: Accountability Plan Evidence 2022-2023

FAITHFULNESS TO CHARTER	2022-2023 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.

<p>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).</p>	<p>Met</p>	<p>All students in the IB DP developed, tracked and completed service based projects through their CAS program, and our CP student completed the CP Service Learning requirement.</p>
<p>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)</p>		
<p>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.</p>	<p>Met</p>	<p>As MVPCS promotes multi-age learning, 100% of teachers participated in a collaborative experience with a colleague from another grade level. Monthly Faculty Meetings included time to share best practices. We added additional faculty professional development days where teachers met to share best practices.</p>
<p>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.</p>	<p>Met</p>	<p>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.</p>
<p>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.</p>	<p>Met</p>	<p>100% of MVPCS students in Grades 5-12 participated in a December and June Project Period culminating in a public exhibition for the community.</p>
<p>Objective: MVPCS creates opportunities for students to be thoroughly engaged in their individual learning creating lifelong learners in the process. (KDE 2)</p>		
<p>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.</p>	<p>Met</p>	<p>An independent research project was completed by every student in Grades 1-12. List of exhibitions are maintained by the front office, participant research projects are documented by teachers in student records, narratives of the projects are placed in progress reports, and shared by the Director in weekly letters. 100% of students exhibited their work.</p>
<p>Measure: During the Charter Term, 100% of students in Grades 11-12 will participate in the International Baccalaureate Diploma or Career-related Program.</p>	<p>Met</p>	<p>All students in Grades 11 and 12 participated in the IB program as either IB Diploma candidates, IB Career program students, or IB Course students.</p>
<p>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.</p>	<p>Not Met</p>	<p>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 88.5%.</p>
<p>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)</p>		
<p>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).</p>	<p>Not Met</p>	<p>One (1) student took the universal screening tool's spring assessment in ELA. The student received a score of Partially Meeting Expectations. As this is 0%, the school did not achieve this measure. Two (2) EL students took the spring Math assessment. 1 of the 2 Met expectations. As this is 50%, the school did not achieve this measure.</p>
<p>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.</p>	<p>Not Met</p>	<p>The school was able to create a new role and hire a Brazilian Outreach Coordinator, as well as use family gatherings to highlight Brazilian food and culture. We also were able to offer for the first time Brazilian Portuguese language classes to our 4-8 grade students, which we hope to continue on a larger scale in the coming school year. Although ELPAC did not create a specific Brazilian community event for the 22-23 academic year, next year, in collaboration with our Brazilian Outreach Coordinator, our DEI Coordinators and our Island partners, we hope to organize and host a resource night to promote cultural understanding with the school and our Island Brazilian community.</p>
<p>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.</p>	<p>Met</p>	<p>As an entire school community, we've incorporated a land acknowledgment into our weekly morning meeting routines. Beyond recitation, there has been active reflection on this addition to foster deeper level understanding. Students Grades 1-2 hosted guests from the Wampanoag Tribe of Aquinnah for a cultural</p>

		presentation as part of their cultural study unit. Curricular enhancements in Grades 5-6 highlighted the diverse Native American 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 5-6 the social studies classes engaged in an intense study of the novel, the <i>Birchbark House</i> , where they learned about Native American culture of the Ojibwa on an island in Lake Superior. Cultural connections were made and similarities drawn between the two islands.
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.	Met	Students in grades 9-12 were active in developing the Climate Cafes this year. Students in Grades 7-12 participated in a Youth Climate Summit in May held at the Massachusetts Audubon at Felix Neck. All students were invited to participate on weekends. We hope to be involved in the development of Climate Cafes in the 2023-24 academic year.
Measure: Each year, 100% of students in Grades K-4 will produce one project related to the climate crisis.	Not Met	Kindergarten students created small projects on Monarch Butterflies. Students in grades 3-4 went to Long Point with the Trustees to learn about rising sea levels, and grade 3 continued to explore water as a limited resource by learning about clean water supplies and pollution. Grade 4 students developed a 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 2023-24 academic year.
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.	Met	MVPCS hosted (5) five community events including a Family Potluck, Mentorship Appreciation Lunch, CAS exhibition, IB Night, movie night, Project Period exhibition, and school plays.

DISSEMINATION	2022-2023 Performance (Met/Not Met)	Evidence
Objective: MVPCS will strive to share with the surrounding districts best practices related to Racial Equity. (KDE 1)		
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.	Not Met	This year, representatives from MVPCS continued to meet with the Martha's Vineyard NAACP to explore ways to maximize the hiring of diverse candidates. Unfortunately, this led to only a marginal 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.
Objective: MVPCS will strive to share with the surrounding districts best practices related to International Mindedness. (KDE 1)		
Measure: Over the Charter term, MVPCS will share with surrounding districts results from the International Baccalaureate Diploma and Career-related Programs.	Met	We were able to share with our community the results of the IB program at IB Night in March, and CAS Exhibition in May. Additionally, Dr. Steedman led a workshop at Lovell Academy, a newly accredited IB school, on best practices relating to inclusivity within the IB.

APPENDIX B: Martha's Vineyard Public Charter School Recruitment Plan 2023-2024

2022-2023 Implementation Summary

Recruitment remained a priority for the 2022-2023 school year. We continue to maintain a wait list of applicants for many grade levels. We advertised our Open House in the local papers. 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. 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 2023-2024

- 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 a 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. Our High School Graduation is covered in the local papers. This spring, graduates from the class of 2023 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 2023-24.
- We will continue to connect with community organizations to promote our programs
- 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 2023-24 will be to develop new ways to maximize the school's outreach to the Brazilian community on Martha's Vineyard.
- Administrators meet regularly with pillars of the island community in order to foster partnerships, disseminate best practices, and share the vision of the Martha's Vineyard Public Charter School.

RECRUITMENT PLAN –2023-2024 STRATEGIES

Special education students/students with disabilities

<p>(a) CHART Data</p> <p>School percentage: 24.9 GNT percentage: NA CI percentage: 13.9</p> <p>The school is above CI percentages.</p>	<p>(b) Continued 2022-2023 Strategies</p> <p style="padding-left: 40px;">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.
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Limited English-proficient students/English learners

<p>(a) CHART Data</p> <p>School percentage: 2.2% GNT percentage: 11.5% CI percentage: 11.5%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>(b) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> ● 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.
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- 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 continue to further develop our ELPAC to engage with the ELL community on Martha's Vineyard.
- We will continue to 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 continue 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 and their families. We will continue to provide opportunities to create open dialogue in the 2023-24 school year.
- 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.
- In 2022, 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 2023-24 academic year.
- In 2022-23, 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.
- In 2022-23, we hired a Brazilian community liaison to serve as a bridge between the school and the Brazilian community on Martha's Vineyard.

(c) 2023-2024 Additional Strategies

Did not meet GNT/CI: additional and/or enhanced strategies below:

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

- We will upgrade and promote our Brazilian Families Resource Night in collaboration with Brazilian community members, DEI coordinators, Brazilian community liaison, and the Island Wide Youth Collaborative.
- We will develop a working relationship with a Boston-based Brazilian lawyer for targeted community events and Open House.

	<ul style="list-style-type: none"> • We will explore options and possibilities for potential after school care program, specifically designed to support Brazilian community on the island • We will further develop our Brazilian language and culture course (currently an elective for grades 4-8) by looking into an expanded age range and multiple offerings. • We will offer a Brazilian Churrasco (BBQ) at a Charter School community celebration.
<p>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</p>	
<p>(a) CHART Data</p> <p>School percentage: 43.1% GNT percentage: 28.7% CI percentage: 34.0%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2022-2023 Strategies</p> <p>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.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2022-2023 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>(e) Continued 2022-2023 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>(f) Continued 2022-2023 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

	<p>information about the high school program to the leaders in those organizations.</p> <ul style="list-style-type: none"> • 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.
<u>Other subgroups</u>	<p>(g) Continued 2022-2023 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 2023-2024

2022-2023 Implementation Summary

The school's retention rate rose from 79.5 percent in the previous school year, to 88.8% in 2022-23, close to our goal for student retention of 90%. There may have been a number of factors that contributed to a rise from the previous year. Although pleased with this rise, which we attribute in part to the strategies we put in place over the past few years, we acknowledge the cost of housing on the island will continue to have a negative impact. Some of the strategies we identified last year seem to have had a positive impact, such as the addition of 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. 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 Experiential Learning program continued to grow and foster relationships with island partners. Our International Baccalaureate students participated in exciting international travel opportunities. 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 –2023-2024 Strategies

Special education students/students with disabilities

(a) CHART data	(b) Continued 2022-2023 Strategies
	At or below third quartile: no enhanced/additional strategies needed.

School percentage: 7.9%
Third Quartile: 11.8%

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

The school will continue to 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.

The Special Education Administrator will host parent information sessions to provide parents with information regarding special education services.

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.

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. Academic advisory flex time was added for students in Grades 7-12 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 and enhance our efforts to build an active SEPAC. The Administrator of Special Education will work with our DESE Team Chair to review resources and ideas to promote SEPAC membership.

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

We will continue to have 2 full-time School Adjustment Counselors on staff who support students with social/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.

	<p>As part of our DESE Tiered Focused Monitoring Review, a parent survey was distributed to all parents. We have reviewed and reflected on the information gleaned from the returned surveys.</p> <p>For the 2023-2024, school year we have hired an additional Special Education Team Chair and part-time Special Education Teacher. This will allow smaller caseloads for special education staff, and more time for push-in collaboration with general education teachers.</p> <p>The Special Education Administrator will continue to 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.</p>
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Limited English-proficient students/English learners

	<p>(b) Continued 2022-2023 Strategies</p> <p>At or below third quartile: no enhanced/additional strategies needed.</p>
<p>(a) CHART data</p> <p>School percentage: 14.3 Third Quartile: 14.6</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>The school will continue to 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.</p> <p>The ELL coordinator will continue to 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 continue to 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.</p> <p>We will continue to enhance 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 will continue to add a Brazilian family perspective on the school's website and we hope to continue to use Brazilian social media to highlight the school.</p> <p>We will continue to staff the position of Brazilian Community Outreach Coordinator which has been filled by a staff member whose native language is Brazilian Portuguese. Our current Vice President of the Board of Trustees is a member of the Martha's Vineyard Brazilian community.</p>

	<p>We expanded our community outreach by regularly posting school information on the Martha's Vineyard Brazilian social media platform called Brazucada.</p> <p>Our ELL Coordinator will continue our Literacy Mornings to promote bi-lingual literacy.</p> <p>In coordination with our ELPAC, MVPCS will host another multicultural Soup and Games Night.</p> <p>We will continue to work with local agencies to find potential MVPCS staff who speak Brazilian Portuguese.</p> <p>Our ELL Coordinator will continue enhance methods of communication with MVPCS Brazilian families to maximize community engagement.</p>
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**Students eligible for free or reduced lunch
(low income/economically disadvantaged)**

	(b) Continued 2022-2023 Strategies
<p>(a) CHART data</p> <p>School percentage: 13.3%</p> <p>Third Quartile: 8.5%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>The school will continue to 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 will continue our Response to Intervention model in 1st – 6th Grade in an effort to plan and implement skills groups based on student needs. Academic advisory flex time was added for students in Grades 7-12 & 8 to allow students to access additional support as needed and meet with staff., 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 will continue to offer intensified additional services as needed. We maintained weekly scheduled meetings between SPED and classroom teachers and assistants.</p>

	<p>We will continue to expand a backpack program so that low income students can bring home additional food and resources for the weekend.</p> <p>We will continue to expand our Health and Wellness curriculum to the 5th and 6th grade in conjunction with community partners.</p> <p>We will continue our after school offerings including, but not limited to, Homework Club.</p> <p style="text-align: center;">(c) 2023-2024 Additional Strategies</p> <p>Above third quartile: additional and/or enhanced strategies described below:</p> <ul style="list-style-type: none"> ● We will explore options for implementing an after school care program. ● Due to island housing shortages, families often move frequently and throughout the various island towns, necessitating school changes. We will promote our island-wide bus routes, unique among island schools, ensuring that students can maintain enrollment at the Charter School, regardless of town residency.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2022-2023 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 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.</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2022-2023 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 style="text-align: center;">(f) Continued 2022-2023 Strategies</p> <p>The school had 1 student in this sub-group during the 2022-23 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>

(g) Continued 2022-2023 Strategies	
<u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	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.

APPENDIX C: School/Student Data, Board and Committee Information & Schedules

STUDENT DEMOGRAPHIC INFORMATION

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.

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550 org typecode=6&&fycode=2023>

Below is the link to Selected Populations:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550&orgtypecode=6&leftNavId=305&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-2023 SCHOOL YEAR	
Race/Ethnicity	% of entire student body
African-American	1.1%
Asian	0.6%
Hispanic	11%
Native American	1.7%
White	75.7%
Native Hawaiian, Pacific Islander	0.0%
Multi-race, non-Hispanic	9.9%
First Language Not English	4.4%
English Language Learner	2.2%
Students with disabilities	24.9%
High Needs	53.6%
Economically Disadvantaged	43.1

ADMINISTRATIVE ROSTER FOR THE 2022-2023 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 program coordination.	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 2022-2023 SCHOOL YEAR				
	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	42	2	4	2- Retirement 1- Change School 3- Career Change
Other Staff	28	3	3	2- Retirement 1-Change School 3- Career Change

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2023	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 2022-23 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	2	11/16/17-10/24/20 6/18/20-6/21/23
Gregory J Germani	Vice President	Finance	1	11/16/17 – 09/7/20 6/18/20-6/21/23
Ray Elliot	Treasurer	Finance	N/A	7/1/22-6/30/25
Christopher Anderson	Trustee	Teaching and Learning	2	11/16/17 – 9/7/20 6/18/20-6/21/23
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 Gelinias	Trustee		N/A	07/14/2021- 07/01/2022
Laurel Reddington	Trustee	Trusteeship	N/A	07/14/2021- 6/01/2022

Board of Trustees and Committee Meeting Notices: <https://mvpcs.org/board-meetings/>

2023-24 MEETING SCHEDULES (in-person at MVPCS and on Zoom)

BOARD OF TRUSTEES	FINANCE COMMITTEE	Other Committees
Date/Time at MVPCS	Date/Time at MVPCS	Name of Committee Date/Time
September 20/ 5:30 PM	September 12/ 5:30 PM	Teaching & Learning September 26/ 3:45 PM
October 18/ 5:30 PM	October 10/ 5:30 PM	Teaching & Learning November 28/ 3:45 PM
November 15/ 5:30 PM	November 14/ 5:30 PM	Teaching & Learning January 30/ 3:45 PM
December 20/ 5:30 PM	December 12/ 5:30 PM	Teaching & Learning March 26/ 3:45 PM
January 17/ 5:30 PM	January 9/ 5:30 PM	Teaching & Learning May 28/ 3:45 PM
February 21/ 5:30 PM	February 13/ 5:30 PM	Trusteeship September 21/ 10:00 AM
March 20/ 5:30 PM	March 12/ 5:30 PM	Trusteeship November 16/ 10:00 AM
April 17/ 5:30 PM	April 9/ 5:30 PM	Trusteeship January 18/ 10:00 AM
May 15/ 5:30 PM	May 14/ 5:30 PM	Trusteeship March 21/ 10:00 AM
Jun 20/ 5:30 PM	Jun 11/ 5:30 PM	

July 31/ 5:30 PM

July 9/ 5:30 PM

APPENDIX D: Additional Required Information

FACILITIES

Address	Dates of Occupancy
424 State Road, West Tisbury, MA 02575	9/19/2022

ENROLLMENT

Action	2023-2024 School Year Date(s)
Student Application Deadline	March 6, 2024
Lottery	March 8, 2024

APPENDIX E: Conditions, Complaints, and Attachments

COMPLAINTS

The Board received a complaint from a parent regarding a request that her child, a high school student, support a younger student that afternoon; the younger student rode the same bus route and had been struggling. While we often encourage older students to assume leadership roles within our community, the parent felt this request to be inappropriate. The Board held a meeting with the parent to address this concern, and an email was sent to all staff clarifying that students should not be asked to support other students after school hours. In addition, numerous protective measures were put in place to assure that the high school student had access to a wide spectrum of services and supports should the need arise.

STUDENT PERFORMANCE OUTCOMES

Track My Progress Results Spring 2023

[Track My Progress Disaggregated Data](#)

Universal Screening Results Spring 2023

Track My Progress

() = Fall Scores

ELA

Grade	M or E	PM	NM
2	60% (50%)	33.3%	7%
3	92% (64%)	8%	0%
4	93% (81%)	0	7%
5	NC (71%)	NC	NC
6	NC (100%)	NC	NC
7	73% (69%)	20%	7%
8	94% (81%)	6%	0%
Total Grades 2-8	82% (74%)		

Math

Grade	M or E	PM	NM
2	80% (69%)	20%	0%
3	100% (93%)	0%	0%
4	88% (75%)	6%	6%
5	65% (81%)	22%	13%
6	69% (58%)	31%	0%
7	65% (71%)	29%	6%
8	84% (52%)	10.5%	5%
Total Grades 2-8	78% (71%)		

DIBELS Reading**() = Fall Scores**

	Exceeding	At	Below	Well Below
Kindergarten	0 (27%)	33% (36%)	33% (27%)	33% (9%)
Grade 1	38% (31%)	8% (15%)	23% (8%)	31% (46%)
Grade 2	33% (38%)	27% (25%)	13% (0%)	27% (38%)

STAR**() = Fall Scores****ELA**

Grade	M or E	PM	NM
9	73% (54%)	20%	7%
10	0% (0%)	100%	0%
11	50% (29%)	38%	12%
12	71% (100%)	29%	0%

Math

Grade	M or E	PM	NM
9	33.3% (33%)	33.3%	33.3%
10	25% (0%)	75%	0%
11	NC (14%)	NC	NC
12	NC (16%)	NC	NC