



**Annual Report**  
*2022-2023 School Year*

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**Date of Report:** *July 28, 2023*

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**INTRODUCTION TO THE SCHOOL**

<b><i>Hill View Montessori Charter Public School</i></b>			
Type of Charter	Commonwealth	Location of School	Haverhill, Massachusetts
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2009; 2014; 2019
Maximum Enrollment	306	Current Enrollment as of 6/16/2022	306
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year (per charter)	180	Current Waitlist as of 6/22/2023	237
Number of Instructional Days during 2022-2023 School Year	180		
School Hours	8:40 am – 3:40 pm Monday - Friday	Age of School as of 2022-2023 School Year	19 Years
<p>The Mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal, and social achievement and so prepared, become constructive contributors to our community.</p>			

## **SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION**

The following information and supporting data summarize Hill View Montessori Charter Public School (HVM)'s achievements during the 2022-2023 school year based on HVM's current accountability plan as well as the State's Common School Performance Criteria.

### **FAITHFULNESS TO THE CHARTER**

#### **CRITERION 1: MISSION AND KEY DESIGN ELEMENTS**

The mission of Hill View Montessori Charter Public School is to provide a K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

Following are HVM's core values, which represent the heart of our mission and vision:

- Core Value 1: Preeminent Public Montessori*
- Core Value 2: Holistic Student Development*
- Core Value 3: School-Strengthening Collaboration*
- Core Value 4: High Quality Staff*

#### **Key Design Element 1: An educational program based on the Montessori philosophy**

Being a preeminent public Montessori school means that the Montessori theory of child development, pedagogy, instructional delivery, and academic program exists in all classrooms while delivering the Massachusetts Curriculum Frameworks Learning Standards.

In the area of personal and social achievement, HVM is also a model of preeminence. The focus on student's personal and social development is a profoundly important aspect of Montessori curriculum and educational program. In addition to the quantitative data presented on progress reports, there is an overwhelming amount of anecdotal data that emphasizes our success in this area. In particular, the majority of visitors to HVM comment on the calm and peaceful nature of our classrooms. People are also continually impressed with how engaged and self-directed our students are even in the youngest grades. Furthermore, when our students spend time in the community, people comment about their positive and prosocial behavior.

Further support of HVM being a preeminent public Montessori school is provided by NCMPS. NCMPS uses "The Essential Elements for Montessori in the Public Sector" rubric as a way to formally measure public Montessori schools such as HVM. NCMPS reported that "*During [its] most recent visit, [NCMPS] saw evidence of the school's practices maturing: in particular, confident and responsive adults; and increasingly settled, self-directed, and engaged students. [NCMPS] joins the Hill View Montessori Charter Public School community in celebrating the program's continued refinement.*"

NCMPS provided additional information in its report from April 2022:

*The Essential Elements for Montessori in the Public Sector rubric considers five domains: Adults, the Montessori Learning Environment, Family Engagement, Leadership and Organizational Development, and Assessment. The first two domains reflect the fidelity of Montessori implementation, while the latter three domains provide insight on the level of a school's sustainability. Each domain of the rubric is comprised of a series of standards of practice (the "essential elements"), that are further divided into indicators representing a public Montessori school's present reality.*

*In the years between [NCMPS's] first (April 2019) and most recent site review (April 2022), NCMPS has worked to refine and update the rubric to better reflect the nuances of successfully operating a high-quality Montessori school in the public sector; this process is ongoing, and not yet complete. That said, [NCMPS] thought it valuable to leverage the*

*additional clarity of the revised rubric during this visit to provide school leadership with the detailed insight this version provides.*

*Despite these [COVID-19/pandemic-related] challenges, when comparing [NCMPS's] first (April 2019) and second (April 2022) site reviews, Hill View Montessori has maintained its rating in four of the five domains of the rubric; the particular combination of domain standards may have changed in the four, but the overall scores have remained consistent. This is a significantly notable achievement, considering that also during this time HVM experienced transitions in staffing and school leadership - all while navigating the significant challenges brought about by the ongoing COVID-19 pandemic.*

## **Key Design Element 2: To ensure that all students meet rigorous academic, personal, and social achievement objectives**

During the term of the charter, HVM maintained its commitment to the development of the whole child and its belief that it is principle to provide a holistic approach to education for children. Without feeling safe, understood, valued and able to make and grow from mistakes, children may learn skills but will not reach their full potential as critical thinkers and competent problem solvers. The Montessori learning environment promotes 21<sup>st</sup> century skills such as self-direction, teamwork, critical thinking and problem-solving skills in addition to students knowing themselves as learners.

During the term of the charter, HVM has consistently employed a full-time Dean of Students, School Social Worker and School Counselor who provide support to students, teachers, support staff, and parents/caregivers and their families. The Dean of Students, School Social Worker and Counselor also support students' emotional and social well-being. Beginning during the 2019-2020 school year, HVM also served as a host site for masters-level Social Work interns.

Beginning in the 2020-2021 school year, HVM added a full-time Health and Wellness Teacher to its faculty. The Health and Wellness Teacher has worked with both HVM's Middle School students and Upper Elementary students. Lessons were provided that covered a variety of topics including (but not limited to) understanding mental health and mental illness, healthy relationships, coping skills and self-care, nutrition and fitness, substance use prevention, and human reproduction and healthy human sexuality.

Additionally, during the term of the charter, HVM has utilized its Student Support team as a proactive system to effectively identify and address all students' strengths and needs for academic, behavioral, and social-emotional development via its tiered support structure. The SST team serves as a highly proactive team that triages referrals from classroom teachers and school staff and provides a wide variety of personalized or targeted supports (academic, social-emotional, community-based), specialized interventions (such as tier 2 Title I interventions or tier 3 Special Education services), and unique accommodations throughout the school year. Teachers and HVM staff were encouraged to contact the SST team directly or make a referral using the user-friendly Google form any time there is the smallest or simplest concern regarding (but not limited to):

- student or family engagement
- whenever a student displays inconsistent attendance
- if there are signs of emotional or psychological distress being displayed by a student or a caregiver
- if there are signs of physical distress being displayed by a student or caregiver
- if a student's participation in class suddenly becomes inconsistent or non-existent
- if there appears to be a language barrier impacting a student's or family's engagement

Data and progress monitoring is initiated immediately following an SST referral; a student that is referred to the SST team receives progress monitoring every six weeks, either by HVM's formative or summative assessment(s).

HVM ensures that all students and all subgroups have equal access and equitable support, interventions, and resources to achieve, grow, and advance academically, socially, emotionally, physically, and cognitively.

In the event that a student's SST referral presents with data that indicates a need for a formal Special Education evaluation, the Special Education Director reviews the data and determines which evaluations need to be conducted based on the student's needs. Tests may include the following: Wechsler Individual Achievement Test (WIAT 4), conducted by the Special Education Director; educational history, health assessment and classroom observations, conducted by the appropriate staff; Speech & Language testing, conducted by the on-staff Speech and Language Pathologist; psychological testing, conducted by the contracted School Psychologist; Occupational and Physical therapy assessments, conducted by contracted therapists. An HVM student who qualifies for Special Education Services will be assigned a Special Education teacher who will conduct services both in and out of the classroom depending on the delivery service matrix on the student's IEP.

It is estimated that 80% of chronic mental health disorders begin in childhood. As such, HVM is in an ideal position to serve as an “alert”, as a “first responder,” or as a prevention arm of the mental health system for all of its students. In HVM’s continuous effort to support the well-being of all of its students, HVM began administering a universal mental health screening tool during the 2022-2023 school year. The universal mental health screening tool that HVM selected was the Child & Youth Resilience Measure (CYRM). The CYRM is a research-based screening tool designed to capture information about a child’s individual, relational, communal and cultural resources that bolster their resilience. HVM’s goal is to help all 306 of its students thrive academically by identifying those who may benefit from additional social and emotional supports and interventions, much like some students benefit from additional academic supports and interventions.

All 306 students in grades K-8 were screened using the CYRM. Classroom teachers administered the paper and pencil questionnaire during November and December 2022. Information from the CYRM was used by the Student Support Team to gain a deeper understanding of the needs and resources of our students. The data collected will also be used to determine school-wide programs, targeted interventions, and training needs for staff. HVM intends to administer the CYRM to each and every student in grades K-8 on an annual basis.

### **Key Design Element3: To hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas**

During the term of the charter, HVM has been intensely committed to ensuring that its classrooms are filled with high-quality staff, including teachers with Montessori experience and/or credentials. At the conclusion of the 2022-2023 school year, 100 percent of HVM’s Kindergarten teachers were Montessori credentialed, 100 percent of HVM’s Lower Elementary teachers were Montessori credentialed, and 50 percent of HVM’s Upper Elementary teachers were Montessori credentialed, while another 25 percent of the Upper Elementary teaching staff are currently finishing their Montessori credentialing program.

During the charter term, HVM’s ELE teacher possessed her Montessori Primary (ages 3-6) Teacher certification. Two of HVM’s Special Education teachers possess Montessori Teacher certification, while another Special Education teacher is currently enrolled in a Montessori Teacher certification training. HVM’s goal is to ensure all lead teachers are fully credentialed and mentored/coached in Montessori philosophy, pedagogy, and curriculum as well as all Massachusetts teaching requirements. HVM also aims to have as many Classroom Assistants and support staff Montessori trained and credentialed as possible as well.

During the term of the charter, HVM has financially supported several staff members to enroll in and attend Montessori Teacher training through Montessori Elementary Teacher Training Collaborative (“METTC”) or the Seacoast Center for Montessori Education. To facilitate ease of participation for HVM staff, HVM entered into an arrangement with Seacoast to host the Montessori Teacher Training program at HVM’s school location in Haverhill.) Upon completion of the training program, enrolled staff members receive their Montessori Level I (ages 6-9) certification. If those staff members continue with training, they are able to earn their Montessori Level II (ages 9-12) certification.

During the charter term, HVM collaborated extensively with the National Center for Montessori in the Public Sector. NCMPS has conducted two formal on-site assessments of HVM in support of HVM’s efforts to improve and grow as a public Montessori school. The Executive Director has attended the annual NCMPS conference, including participating on a panel discussion at the May 2022 conference. Additionally, several staff have participated in professional development offered by NCMPS. Some of the NCMPS PD courses attended by HVM staff include: Montessori Coaches Training; Montessori Assessment Playbook workshop and training; DERS and the Fundamentals of Observation in the Montessori Classroom; Montessori Public School Academic Leaders Cohort; and, Montessori Classroom Assistant training.

It’s worth noting that during the 2022-2023 school year, Hill View Montessori Charter Public School was fully staffed from the start of the school year to the last day of school. 100 percent of the 2022-2023 faculty and staff received a new employment agreement for the 2023-2024 school year. Only one employee declined the employment agreement offer as they had decided to move out of the area.

### ***Amendments to the Charter***

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

**CRITERION 2: ACCESS AND EQUITY****HVM 2021-2022 Student Discipline Report**

<b>2021-2022 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	326	6	1.8	0.0	0
<b>EL</b>	18	0	0	0	0
<b>Economically Disadvantaged</b>	143	3	0	0	0
<b>Students with Disabilities</b>	73	1	0	0	0
<b>High Needs</b>	198	4	0	0	0
<b>Female</b>	158	5	0	0	0
<b>Male</b>	168	1	0	0	0
<b>American Indian or Alaska Native</b>	0		0	0	0
<b>Asian</b>	0		0	0	0
<b>African American/Black</b>	17	0	0	0	0
<b>Hispanic/Latino</b>	108	2	0	0	0
<b>Multi-race, Non-Hispanic/Latino</b>	14	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0		0	0	0
<b>White</b>	187	4	0	0	0

HVM typically has a very small number of in-school or out-of-school suspensions. Any type of suspension is considered an action of last resort and is only used in response to an extremely egregious act of harmful or dangerous behavior.

The HVM Executive Director and Dean of Students meet weekly for approximately two hours to review and discuss all matters in the school and outside of the school. Included in the weekly discussion is a review and discussion of any student behavior that has moved beyond a Tier 2 Behavioral Response Strategy/Intervention. Beyond the weekly meetings, the Executive Director and Dean of Students meet on an emergency and/or as-needed basis to discuss if/when an in-school suspension or out-of-school should be considered in relation to a high-level behavior situation. Prior to any in-school or out-of-school suspension potentially being given to a student, the Dean of Students will have communicated with (phone, text, Zoom, email) – and, ideally – met in-person with the student’s (or students’) parent(s)/caregiver(s). Typically, those meetings will also involve the student in question in order to receive their input, insight, and feedback.

Additionally, the Student Support Team (aka “Student Resiliency Team”) meets twice a month. This meeting includes the Executive Director, the Dean of Students, the School Social Worker, the School Counselor, and the Special Education Director. These meetings always focus on reviewing and discussing students displaying challenging behaviors, students that are displaying atypical behavior, and any information that the staff or team is aware of that could potentially inspire or explain escalating behavior (e.g., death in family, family or household dysfunction, parents/caregivers experiencing

separation or divorce, new parent relationships, new baby/sibling, medication adjustments, illness, changes in friendship/social groups or romantic relationship, etc.). The goal of the Student Support Team/Resiliency Team meetings is to share information with key roles in the building, proactively address situations/relationships/behavior that could escalate to higher-level behavior, proactively communicate with a family or families to gather additional information or share concerns, and utilize Tier 1 and Tier 2 Behavior Response Strategies/Interventions so as to avoid having to utilize Tier 3 responses.

In all reviews, discussions, and considerations regarding a possible in-school or out-of-school suspension, the Executive Director and the Dean of Students weigh factors such as minority ethnicity, sex, gender, ED/low income, student disability (including information in a student's IEP), family/household situation, age, etc.

In December and June, the Executive Director and Dean of Students conduct a formal review that is specific to in-school and out-of-school suspensions. The goal of the formal review is to determine how many in-school and out-of-school suspensions have been given, who has received the in-school and out-of-school suspensions, and if there are any inappropriate patterns to the suspensions or any implicit biases inadvertently shaping the decision to give or not give in-school or out-of-school suspensions to particular students.

The following is HVM's Behavioral Response Strategies/Interventions process:

## **I. TIERED BEHAVIORAL RESPONSE STRATEGIES**

At Hill View Montessori Charter Public School, faculty and staff use the 4 R's (Rules, Routines, Relationships & Regulation), the 4 Schoolwide Agreements (Be Safe, Be Respectful, Be Responsible, Be Kind), and routine classroom management strategies to prevent and respond to typical unwanted student behaviors.

### **Tier 1 Strategies:**

*Tier 1 strategies help create a positive learning environment and typically meet the needs of 80-85% of students*

#### **Teacher options for responding to unwanted student behaviors at Tier 1 include:**

- Reminders of rules and expectations
- Redirection
- Repetition of instructions
- Diffusing phrases
- Encourage the student to use the Peace Corner space in the classroom
- Encourage the student to talk about their behavior. Often a simple question such as "What were you hoping to have happen?" can shed light on positive intentions gone wrong. A valuable teachable moment can follow.
- Encourage mindful breathing exercises
- Encourage win-win problem-solving
- Encourage basic peer conflict resolution (ex: an apology)
- Allow student to take a 2-minute walk, get a drink of water, or 'bring a note' to the office (*movement, change of scenery, distraction strategies*)

No need to call for outside help at this level.

### **Tier 2 Strategies**

*Tier 2 strategies should be focused on 10-15% of the student population that need more intensive supports than are provided in Tier 1 and/or a single incident requiring more intensive support.*

When Tier 1 strategies are not sufficient to meet the level of student need, HVM Educators aim to respectfully connect with the student, then use any of these options for responding to unwanted behaviors:

- Diffusing phrases
- Silence, time to make a better choice



- Natural consequences
  - Assigned seating
  - Restorative conflict resolution between peers
  - Use of the Peace Corner or Amygdala Reset Space
  - Private conference with teacher after class that allows sufficient time for processing the problem situation
- Goal is to put together a Timeline of events to uncover the full set of circumstances, review new skills or replacement behaviors, and restore relationships if needed.

When problems consistently persist to this level, teachers should reach out to the student’s caregivers. Phone contact is preferable to emails when discussing problem behavior.

If the student’s behavior is aggressive, disruptive to the class, or doesn’t respond to multiple re-directions, the lead teacher should ask the co-lead or assistant teacher to respond. If additional assistance is needed, please use the phone or walkie to call for help from Bridget (*School Counselor*) (K-3) or Carla (*Social Worker*) (Gr 4-8). If neither are available, please call for Ginger (*Dean of Students*).

Disciplinary options at this point may include:

- Logical consequences
- Loss of privilege
- THINK sheet
- Time away from peer group after incidents of aggression
- Scheduled, daily check ins, aimed at emotional regulation and prevention of problem behavior
- Contact with parents/family
- Student may be sent home for the day if aggressive or significantly disruptive behavior occurs; DOS needs to be consulted before initiating this intervention

### **Tier 3: Strategies**

*Tier 3 strategies should, on average, be focused on 5-10% of the student population that shows the most intensive needs for behavioral support and/or a single incident requiring intensive intervention.*

At this level, members of the Resiliency team may be actively involved in the student’s daily activities and teachers should be in regular contact with the student’s parents.

- Invite family in for a conference; Dean of Students should be included
- Use of the Amygdala Reset Space (ARS)
- Daily communication with families
- Behavior plan, including incentives
- Regular sessions with School Counselor/School Social Worker
- Schedule modifications
- Focused instruction on regulation strategies, peer interactions, social skills, etc.
- Referrals for outside counseling & psychological assessments
- In-school suspensions
- Out of school suspensions

## **II. MIDDLE SCHOOL SPECIFIC DISCIPLINE PROTOCOLS**

As our faculty prepares Middle School students for high school, HVM supplements the general Behavior Response Strategies/Interventions used in K-6 with the following protocols to address minor but repeated rule infractions:

“Minor” but repeated offenses include but are not limited to:

- Skipping class
- Arriving to class late/leaving a classroom without permission/not returning to the classroom in a timely

manner

- Disrupting others from completing work
- Use of profanity and/or vulgar language
- Use of language that is homophobic or racially/culturally insensitive
- Incomplete schoolwork/assignments not turned in on time
- Needing multiple re-directions to follow school rules
- Unapproved use of cell phone during the school day

**CRITERION 4: DISSEMINATION**

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> <i>(describe the method, format, or venue used to share best practices)</i>	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>With whom</b> did the school disseminate its best practices? <i>(Partners and Locations)</i>	<b>Result of dissemination</b> <i>(List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</i>
Communities of Practice – MCPSA Capacity Building Network	Collaborative Zoom meetings with Charter School Administrators, specialized teams and MCPSA facilitators	Executive Director; Special Education Director; EL Program Director	Shared with Charter Schools across the state via Zoom and email communications	Enhanced school leadership skills, knowledge, and practice related to areas of interest and/or expertise
Pedagogy and Montessori Curriculum / Collaboration between public Montessori staff	Site Visits	Classroom teachers	River Valley Charter School, Mill Falls Charter School (NH), Cornerstone Montessori (NH)	Collaboration between HVM Lead Teachers and classroom faculty at other Montessori schools (both public and private)
Charter School Leadership	DESE PLC, Consultancies, training, workshops, seminars	Executive Director	Other charter school leaders and representatives from school districts (DESE PLC) via monthly Zoom meetings	Networking with MCPSA colleagues on best practices in Charter School leadership and school administration

## ACADEMIC PROGRAM SUCCESS

### **CRITERION 5: STUDENT PERFORMANCE**

#### [HVM 2022 School Report Card](#)

An example of how HVM uses disaggregated data to monitor progress and/or modify math instruction and/or provide tier 2 or tier 3 interventions in order to improve academic outcomes for all students and subgroups is the use of the Star Math Assessment in one of the four Upper Elementary classrooms. The grades assessed in this classroom were 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>. All 26 students were assessed in September 2022, November 2022, February 2023, and May 2023. (Spring 2022 MCAS scores were also included in the data assessment as a reference.) There were four students with IEPs in the classroom. There were two ELE students. Three students were referred for tier 2 Title I Math intervention; one student ended up receiving tier 2 Title I math intervention for much of the school year. Two students received intervention support from the Title I Math Specialist but were not formally referred for tier 2 interventions.

*Detailed information about the Star Math Assessment for this classroom example is included in Appendix E.*

An example of how HVM uses disaggregated data to monitor progress and/or modify reading instruction and/or provide tier 2 or tier 3 interventions in order to improve academic outcomes for all students and subgroups is the use of the Fountas & Pinnell Benchmark Assessment System and DIBELS..... The grades assessed in this classroom were 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup>. All 26 students were assessed in Fall 2022, Winter 2022/2023, and Spring 2023. (Spring 2022 MCAS scores were also included in the data assessment as a reference.) There were seven students with IEPs in the classroom; six of those seven students had reading goals in their IEPs. There was one ELE student. Three students were referred for tier 2 Title I Reading intervention; two of those students ended up receiving tier 2 Title I Reading intervention for much of the school year. Two additional students received intervention support from the Title I Reading Specialist but were not formally referred for tier 2 interventions.

*Detailed information about the Fountas & Pinnell BAS and DIBELS for this classroom example is included in Appendix E.*

### **CRITERION 6: PROGRAM DELIVERY**

Hill View Montessori Charter Public School is based on the Montessori Method of education, developed by Dr. Maria Montessori. This philosophy is a child-centered educational approach based on teacher observations of children within the educational environment. Other than the kindergarten classrooms, our lower elementary, upper elementary, and middle school consist of multi-aged groups of students that foster peer learning uninterrupted work cycles, and teacher guided academic lessons. Montessori students learn to think critically, work collaboratively, and develop skills necessary for success in the 21st century.

HVM teachers incorporate the Writing Strategies and Literacy Strategies as provided by Literacy Strategies Consulting based on the research and work of Jennifer Serravallo into their Montessori writing lessons to strengthen the student's writing conventions, organization, word choice, ideas, sentence fluency and voice. Rubrics are used to self-evaluate and assess their writing. Through this program as well as the Montessori grammar lessons, the student is able to develop a strong foundation for written expression. Using Jennifer Serravallo's literacy (reading and writing) strategies supports HVM's goal of delivering consistent instruction and content while developing a stronger foundation of phonemic awareness, phonological knowledge, and basic reading skills for students in kindergarten through third grade. This structured literacy program fits well with the Montessori literacy materials and the Science of Reading as well as evidence-based grammar methodology and materials. Teachers have the opportunity to present reading lessons in whole group, small group or individually.

The HVM Lower Elementary and Upper Elementary teachers have collaboratively focused on improving the delivery of math instruction, personal and professional application of math knowledge, and in-depth exploration of, and practice with, word problems. During collaborative team meetings and in reference to Massachusetts Curriculum Frameworks Standards, teachers identified students for strengths and weaknesses to be addressed. They designed lessons and activities to address those standards and increased the amount of time and focus on math vocabulary. Instruction focused on: math “open response” lessons and activities in the area of number sense; restating the problem; showing work in the form of a diagram, table, equation or expression; and, explaining and giving the solution statement.

The math intervention program provided by HVM’s Title I Math Specialists continued this year. Students were supported with additional math lessons in whole and small groups for additional practice in understanding the application of mathematical concepts and activities to deepen student knowledge.

Advisory groups at the Middle School level were facilitated by the four Middle School subject teachers (ELA, Science, Math, and Humanities) and one Middle School support teacher. The Advisory groups served to support social and emotional learning of HVM’s middle school students, both during Remote Learning and then after the return to In-Person Learning. *The Advisory Book: Building a Community of Learners Grades 5-9* by Linda Crawford was used to facilitate advisory lessons and discussions.

HVM professional educators work collaboratively to assess students’ academic needs through observations, work samples, specialized portfolios, and school-wide assessments such as DIBELS, the Fountas & Pinnell Benchmark Assessment System (BAS) and the Renaissance Learning Star Math Benchmark Assessments. HVM classroom teachers and support teachers continued to employ strategies focusing on delivering improved literacy instruction, developing higher-level reading comprehension, writing skills, and vocabulary building. HVM teachers utilized spring, fall, and winter BAS data to formulate reading groups and to provide individualized and group instruction in reading comprehension. Furthermore, HVM classroom teachers and support teachers continued to employ strategies focusing on delivering improved Math instruction, developing higher-level Math skills-based learning, word problem skills, and Math vocabulary building. HVM teachers utilized spring, fall, and winter Star Math benchmark data to formulate reading groups and to provide individualized and group instruction in reading comprehension.

HVM continues to provide the Wilson Reading System language-based program to meet the individual need of select Special Education students. The Wilson Reading System program supports development of language and learning skills that focus on reading skills, written expression, spelling, oral expression, and vocabulary. Oral and written language remediation is provided through integrated curriculum to reinforce the relationship between listening, speaking, reading, and writing for students. HVM strives to empower students to become independent learners and develop appropriate skills to function successfully in the classroom.

During the 2022-2023 school year, HVM staff engaged in intensive bi-monthly whole group and small group professional development in the area of learning and understanding math competently and confidently. This professional development was facilitated by Mike Hayes and Joe Agron from Summit View Learning ([Summit View Learning](#)). Additionally, HVM staff engaged in intensive bi-monthly whole group and small group professional development in the area of understanding reading instruction delivery competently and confidently. This professional development was facilitated by Leah Steiner from [Literacy Strategies Consultants](#).

During the 2022-2023 school year, professional development for teachers and staff included:

- The Learning and Understanding of Mathematics and How to Teach It
- Montessori and the Science of Reading
- Understanding Attention, Motivation, and Working Memory
- Reading Remediation Pathway Community of Practice
- Montessori Assistant Toolkit: Elementary Edition 6-12
- Nature School: Schoolyard Habitats

- Recognizing students experiencing, expressing, or displaying trauma
- Intensive training in the Fountas & Pinnell Benchmark Assessment System
- The Emotional, Social Brain
- A Teacher’s Guide to the Learning Brain
- Motivation in Mathematics
- Engaging the Learning Brain
- The Science of Learning and Memory
- Neuroscience and Executive Skills Management’
- Wilson Reading System Training and Certification
- Bullying Prevention: Recognition and Response
- Child Abuse Mandated Reporter training
- CIPA: Compliance with the Children’s Internet Protection Act
- Concussion Awareness
- Cultural Competence and Racial Bias
- Cyberbullying
- De-Escalation Strategies
- Discrimination Awareness in the Workplace
- Diversity Awareness: Staff-to-Student
- First Aid
- General Ethics in the Workplace
- Head Lice
- Health Emergencies: Life Threatening Allergies
- Making Schools Safe for LGBT Students
- Medication Administration: Epinephrine (EpiPen) Auto-Injectors
- Sexual Harassment: Staff-to-Student
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Student Mental Health
- Youth Suicide: Awareness, Prevention, and Postvention
- MCAS Administration training and security requirements

The Montessori philosophy recognizes the strengths and challenges of each individual and focuses on individualized differentiated instruction. If students are in need of additional support, the classroom teacher (or any staff member) makes a referral to the Student Success Team (“SST Team”). The SST Team (also known in the building as the “Student & Family Resiliency Team”) consists of: Executive Director, Montessori Pedagogical Coaches, four Special Education Teachers and the Special Education Director, Staff Speech and Language Pathologist, School Nurse, School Psychologist, EL Teacher/Program Director, School Social Worker, School Counselor, both of HVM’s Title I Math Specialists, and both of HVM’s Title I Reading Specialists. During the 2022-2023 school year, the SST Team convened immediately whenever an SST referral was submitted by an HVM teacher or staff member. The standard goal is to review classroom evidence, gather assessment data, and discuss possible interventions to be implemented in support of the referred student. Classroom teachers are encouraged to make modifications to their instructional delivery and/or methods to accommodate the needs of the child. The SST Team monitors the progress of students every 6-8 weeks following a referral throughout the school year. This data is used to identify students for services in HVM’s targeted Title I Reading and/or Title I Math programs. On some occasions, the data reviewed regarding a particular SST Team referral result in a direct referral for a formal Special Education evaluation. Progress monitoring of students in intervention programs is documented approximately every six weeks. Ongoing data is used to arrange reading groups, teach particular literacy skills, vocabulary skills, comprehension, problem-solving strategies, social skills groups, “lunch bunch” support groups, or community-based services and supports. During the 2022-2023 school year, 13 students were referred to the SST Team for review, intervention, support, and/or referral.

Additionally, HVM’s Special Education Teachers and Special Education Director were responsible for facilitating all initial, annual, and reevaluation IEP meetings for students in grades K-8. Currently, HVM supports approximately 70

students on IEPs. HVM supports approximately 15 students with 504 Plans. In conjunction with the Special Education Director, caseloads averaged approximately 16-18 students. Special Education staff were responsible for developing annual goals and objectives, implementing the service delivery, and writing progress reports each trimester. The School Social Worker and School Nurse were responsible for writing and implementing the 504 Plans. HVM employs a full-time, salaried Speech and Language Pathologist. HVM contracted for services for those students in need of Physical Therapy and Occupational Therapy via Northeast Rehabilitation.

HVM's Executive Director served as the official EL and Title I Coordinator for the school, working closely with the EL team and the Title I Math and Reading teams. In this capacity, they collaboratively oversaw the Title I program and EL program. The EL teacher implemented and monitored progress of 24 students in grades K-8. The results of the ACCESS for ELLs WIDA report indicated consistent progress with many EL students meeting proficiency levels between 3-6 in the Listening, Speaking, Reading, and Writing Language domains. The targeted Title I programs offered intervention in Reading and Math for students at any grade level to reduce deficits and to support teachers with instructional and engagement strategies. HVM has four Title I Specialists: two providing Reading support and two providing Math support with children in the Lower Elementary, Upper Elementary and Middle School. The Title I Specialists work closely with the classroom teachers to bridge and reinforce the skills and strategies delivered by the classroom lead teacher. In addition, they work with small groups of students to hone in on specific Reading and Math skills for each child's needs. This year, approximately 111 students received some level of Title I Reading and/or Math support. Over 85% of our instructional staff have completed the Sheltered English Immersion (SEI) course.

During the 2022-2023 school year, a point of emphasis at HVM continued to be recognizing, identifying, responding to, and addressing "unfinished learning" in our students, with a focus on providing accelerated "just-in-time" scaffolding approach to personalize instruction and help students master specific academic tasks, skills, and/or concepts. HVM conducted its Reading (F & P) and Math (Star) benchmark assessments beginning in mid-September rather than waiting until mid-October, which is typically customary in a Montessori school. These formal assessments – combined with the standard daily and weekly informal observations and assessments conducted by our Montessori teachers and coaches -- served to determine which students needed extra help and which ones will need to be challenged to move faster or deeper. Understanding that a Lower Elementary third grader might have been working at a second grade level, for instance, allowed classroom staff (Lead Teachers, Classroom Assistants) and our Title I teams to review content and standards one grade level below and formulate a Montessori-driven curriculum plan to address potentially missed content.

When scaffolding is used correctly – that is, implemented at the right time, to the right degree, with the right delivery, and focused on the right area – HVM students gain grade-level mastery. With Montessori's emphasis on personalized instruction and student's driving their own learning, HVM's teaching faculty augmented their capacity through just-in-time scaffolding and gave our students agency over their learning.

The Montessori pedagogical philosophy emphasizes meeting children where they are, so our accelerated learning process did not involve squeezing intensive learning into a few days or even a few weeks. Rather, HVM students continued to be supported and guided towards mastering academic skills and concepts every day over a reasonable span of time. Even when accelerated learning is involved, the key is to space learning practice out over multiple shorter sessions, rather than attempting to cram a lot of instruction and content into one long session. As with all learning, catching students up on their "unfinished learning" requires time for students to "forget" in between sessions. This results in deeper learning when the instruction is repeated later and the academic content is encountered or experienced again.

Furthermore, decades of research continue to demonstrate that all learning is grounded in a student's social-emotional experience of themselves, their teacher(s), and their classroom and school community. Redoubling efforts to recognize and support social-emotional learning always produces positive outcomes in students' relationships, attitudes, behavior, and academic performance. The lingering persistent and ubiquitous global and personal trauma of the COVID-19 pandemic that dramatically impacted the 2020-2021 and 2021-2022 school years continued to make it urgent for HVM to prioritize its students' social-emotional learning experience during the 2022-2023 school year.

Crucial to supporting accelerated learning in our students, a significant point of emphasis continued to be on providing consistent social and emotional support in and out of our classrooms.

## ***ORGANIZATIONAL VIABILITY***

### **CRITERION 10: FINANCE**

*Unaudited FY23 statement of revenues, expenses, and changes in net assets (profit & loss statement)*

- Please see Profit & Loss Statement in Appendix E.

*Statement of net assets for FY23 (balance sheet)*

- Please see Balance Sheet in Appendix E.

*Approved School Budget for FY24*

- Please see Budget in the Attachments section of this report.

### **Enrollment**

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2023 submission	306
Number of students upon which FY24 budget tuition line is based	306
Number of expected students for FY24 first day of school	306

### **Capital Plan for FY24**

*The HVM Foundation purchased a building at 75 Foundation Avenue, Haverhill, Massachusetts in November 2009 and then signed a long-term lease with the Hill View Montessori Charter Public School for use of 49,000 square feet for school operations. Please refer to the Balance Sheet and FY23 Budget for specifics on the capital reserve balance and projected expenses.*

*Currently, the FY24 budget does not include any significant expenditures dedicated to capital plan upgrades or improvements. Any proposed capital expenditures for FY24 will be reviewed and approved by the Board of Trustees and/or allocated for in FY24 or FY25 or other future budgets.*

**APPENDIX A – ACCOUNTABILITY PLAN PERFORMANCE**

	2022-2023 Performance	Evidence
<b>Objective (for KDE 1): HVM will provide a Montessori learning environment that reflects best practices for public Montessori education.</b>		
<p><b>Measure:</b> HVM will alternate between a self-assessment and an external audit of its Montessori program every year using the National Center for Montessori in the Public Sector’s Essential Elements Rubric. Every year the audit will switch such that, overall, there are three external audits and two internal audits in total during this charter term.</p> <p>Annually, HVM will obtain at least a satisfactory rating in each of the five domains of the rubric (Adults, Montessori Learning Environment, Family Engagement, Leadership &amp; Organizational Development, and Assessment). The rating is based on a four-point rubric (unsatisfactory, needs improvement, satisfactory, exemplary), and will reflect the average score of all standards within each of the five domains*.</p> <p><i>*The National Center for Montessori in the Public Sector recreated the Essential Elements document to more appropriately recognize the implementation of the Montessori Method in the public education sector. Previously, the Essential Elements, created by the American Montessori Society, contained 22 elements (of which two were excluded because they did not apply in a public school environment); the new rubric, redesigned by the National Center for Montessori in the Public Sector, contains 26 standards and a four-point rating scale for each element.</i></p>	<p><b>Met</b></p>	<p>The NCMPS organization conducted their EER audit in April 2022. HVM obtained a satisfactory rating in three of the five domains of the rubric and an exemplary in two of the five domains of the rubric.</p>
<b>Objective (for KDE 2): Learning experiences at HVM will ensure that all students meet rigorous academic, personal, and social achievement objectives.</b>		
<p><b>Measure:</b> All graduating students will participate in a Hill View Montessori Celebration of Learning/Capstone event, and 90%, including HVM’s primary subgroups (students with high needs and students with disabilities), will earn an average final score of 3.0 or better (on a scale of 1-4), on a rubric that assesses content and presentation. The Celebration of Learning/Capstone presentation is a culminating experience that integrates the Hill View Montessori academic K-6 curriculum and the 7-8 project-based learning program, thereby representing an academically rigorous learning</p>	<p><b>Met</b></p>	<p>100% of graduating students participated in a Capstone event</p> <p>Of the graduating students that participated in the Capstone activity, 100% earned an average final score of 3.0 or better (on a scale 1-4)</p> <p>Students with Disabilities averaged: 3.00 Students with High Needs averaged: 3.5 EL students averaged: 3.0</p>



experience combined with personal and social achievement.		
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<b>Objective (for KDE 3): HVM will hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas.</b>		
<b>Measure 3A:</b> On an annual basis, HVM will financially support (i.e., tuition reimbursement or training program sponsorship) at least two staff members that enroll in an accredited Montessori teacher certification program	<b>Met</b>	During the 2022-2023 school year, 6 staff members were actively enrolled (ongoing enrollment) in an accredited Montessori teacher certification program.
<b>Measure 3B:</b> During the charter term, HVM will see an increase of at least 10 staff members, overall, earn their Montessori teacher certification.	<b>Not Met</b>	This measure will not be met until the end of the charter term (June 30, 2024).

<b>Objective 4 (for dissemination requirements): HVM will disseminate information regarding public school Montessori methods.</b>		
<b>Measure 4A:</b> By the end of year 3 of the charter term, HVM will share its newly re-designed project-based/place-based Middle School (7 <sup>th</sup> and 8 <sup>th</sup> grades) program with other local public schools in MA via a presentation at a conference or workshop	<b>Not Met</b>	<b>Data to be reported:</b>  Not able to complete due to Covid-19 and due to personnel matters, that impacted the development of the HVM’s Middle School project-based learning program.
<b>Measure 4B:</b> On annual basis, HVM will provide school tours/visits to 10 different community members, business owners/business leaders, and other individuals interested in learning more about public Montessori education.	<b>Not Met</b>	<b>HVM invited several different local legislators to visit and tour the school. Two legislators (one state representative, one state senator) visited and toured HVM.</b>
<b>Measure 4C:</b> HVM will post the results of its biennial Essential Elements Review (as conducted by the National Center for Montessori in the Public Sector) on the school’s website for public viewing.	<b>Not Met (yet)</b>	HVM will post its EER Report on the school’s website; there has been a delay in receiving the final EER Report from NCMPS (due to organizational matters)

**Recruitment Plan  
2023-2024**

School Name: Hill View Montessori Charter Public School

**2022-2023 Implementation Summary:**

- 1) The HVM administrative team facilitated the school’s recruitment plan, communicating with all Haverhill community preschools, YMCA, local library branches, community service agencies, housing agencies and local schools. HVM staff posted informational flyers throughout Haverhill and submitted newspaper and social media announcements. HVM’s administrative assistants (bilingual/fluent in Spanish) reviewed, revised, and translated school information and program materials into Spanish as well as other languages spoken in Haverhill and assisted with their dissemination. The administrative team promptly and professionally answered all communications seeking information about HVM. Informational meetings were publicized and delivered in person at HVM prior to the January 31<sup>st</sup>, 2023, enrollment application due date and the February 1<sup>st</sup>, 2023, lottery. An HVM employee who speaks fluent Spanish participated in the information session events and helped to facilitate the events. HVM Facebook’s page was used to disseminate information about the school in Spanish combined with links to Google translate. HVM enlisted the assistance of its parent community and encouraged parents to spread the word about lottery enrollment applications. Informative videos providing clear and engaging information about Montessori education are easily accessible on the school’s parent-friendly website.
- 2) HVM has a large number of siblings who are included in the subgroupings on its district profile. The 2022-2023 percentages reflect: High needs - 58.5 %, African American/Black - 5.9%, Hispanic - 36.9% and White - 51.3%.

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

**General Recruitment Activities for 2023-2024:**

HVM’s general recruitment strategies are to:

- Advertise via flyers and social media in multiple languages
- Hold Public Montessori Education Information events
- Update information on the school’s website, Facebook pages, etc.
- Provide information directly to parents via weekly/bi-weekly classroom communications as well as through a more streamlined school-wide communication system (weekly “Hill View Happenings”)
- Promotion of school’s name and identity via proactive community outreach and community service

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

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 20.3%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 15.1%</p> <p>The school is <u>above</u> CI percentage.</p> <p><i>*No GNT data available in CHART Enrollment Snapshot.</i></p>	<p><b>(b) 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Met GNT/CI: no enhanced/additional strategies needed</b></p> <ul style="list-style-type: none"> <li>• Provide indication of special education services delivery program on the school’s website</li> <li>• Include specific and direct special education information with the school’s enrollment materials</li> <li>• All recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school”</li> <li>• The Special Education Director collaborates with the Executive Director and the Lottery Applications/Enrollment Administrative Assistant(s) to provide information to kindergarten applicants with information regarding the school’s special education program</li> <li>• Share HVM SEPAC meeting times and dates with Haverhill’s Parent District Council.</li> <li>• During Enrollment Information Sessions, Special Education information presented to/provided to families and all school resources available to serve student needs described (annually)</li> <li>• Continue to deliver flyers that includes identifies Special Education services provided by HVM to over 55 organizations</li> <li>• Targeted specific local Early Intervention site and continue ongoing relationships there</li> <li>• Ongoing proactive improvement of HVM’s SST process (Student Success Team) process</li> </ul>
	<p><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed:</p> <ul style="list-style-type: none"> <li>• Student Success Team (i.e., Response to Intervention) includes EL program Director and Title I staff (annually)</li> <li>• At parent information sessions, representative from the school’s SEPAC (Special Education Parent Advisory Council) will be available to prospective families to discuss Special Education (annually)</li> <li>• Parents from the SEPAC also coordinate outreach events each year for current and prospective families</li> <li>• Special education staff and parent members of HVM’s SEPAC reach out to make contact with members of SEPAC groups at Haverhill schools, attend their meetings, and provide the parents in attendance with information and flyers about HVM and its Special Education services (annually)</li> <li>• Reach out to Haverhill Department of Children and Families to encourage referrals of [potential] students with disabilities (annually).</li> <li>• The Special Education Department will participate in the Kindergarten Screening process to provide parents with programmatic information (annually)</li> <li>• HVM Promotional materials direct prospective families to the school’s website and SEPAC page for contact information and details about programs, events, and special needs services (annually)</li> </ul>

**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p>	<p><b>(b) 2022-2023 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
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<p><b>School percentage:</b> 6.2%</p> <p><b>GNT percentage:</b> 8.1%</p> <p><b>CI percentage:</b> 8.1%</p> <p>The school is <b><i>below</i></b> GNT percentage and <b><i>below</i></b> CI percentage</p>	<ul style="list-style-type: none"> <li>• All flyers are in multiple languages that publicize the lottery, application process and Montessori education information sessions. Flyers are primarily distributed during the fall and winter.</li> <li>• Include a Spanish-speaking employee at each of the enrollment sessions as well as at the front desk to field all incoming phone calls/questions</li> <li>• Share recruitment information with local Spanish publications and other general information about the school prior to January enrollment application process and subsequent deadline</li> <li>• Share flyers with Hispanic churches, specifically the Trinity Episcopal Church, but also others that are identified</li> <li>• Have translation services available for all enrollment inquiries</li> <li>• Continue to translate all materials into Spanish including on social media</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: <i>additional and/or enhanced strategies below:</i> <i>Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</i></p> <ul style="list-style-type: none"> <li>• All flyers and announcements will be in multiple languages, including Portuguese, that publicize the lottery, application process and Montessori education information sessions</li> <li>• Flyers will be primarily distributed during the fall and winter</li> <li>• HVM will always employ a Spanish-speaking employee and a Portuguese-speaking employee at each of the Enrollment Information Sessions</li> <li>• HVM will always employ a bilingual employee at the front desk to field all incoming phone calls/questions</li> <li>• Continue distribution of recruitment information to local Spanish publications and other general information about the school prior to January lottery/enrollment application process and subsequent deadline</li> <li>• Continue sharing flyers with Hispanic churches and other non-English speaking-based churches in the Haverhill community and greater Merrimack Valley region</li> <li>• Continue to always have translation and/or interpreter services available for all lottery/enrollment inquiries</li> <li>• Translate all materials into Spanish and Portuguese including on social media</li> <li>• HVM will distribute flyers that have been translated into Portuguese informing the local Portuguese community about Hill View Montessori Charter Public School as a public school of choice</li> <li>• HVM will distribute flyers that have been translated into Portuguese informing the local Portuguese community about Hill View Montessori Charter Public School’s lottery enrollment application process</li> <li>• HVM will distribute flyers to that have been translated into Portuguese to community locations such as the Haverhill Assembly of God (Brazilian ministry and services), Periwinkle Café, various local Capoeira workshops, and the Haverhill Chamber of Commerce Brazilian Heritage event(s) informing the local Portuguese community about Hill View Montessori Charter Public School</li> <li>• Continue with active distribution of flyers in various languages (including Portuguese) to all local community organizations such as the YMCA, all local Market Basket locations, Head Start Program, Boys and Girls Club of Haverhill, all local Montessori preschools, Birch Tree Montessori (preschool), and additional public locations throughout the Greater Haverhill community</li> </ul>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 41.5%</p> <p><b>GNT percentage:</b> 41.2%</p> <p><b>CI percentage:</b> 53.7%</p> <p>The school is <u>above</u> GNT percentage and <u>below</u> CI percentage</p>	<p align="center"><b>(b) 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Met <u>GNT</u>/did not meet <u>CI</u>: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to target marketing materials to less affluent neighborhoods by posting flyers in multiple languages in public areas near them</li> <li>• Continue to distribute flyers in multiple languages to community service agencies (Community Action, Education Services, Salvation Army, and Emmaus House)</li> <li>• Continue to distribute information in multiple languages to low income housing projects</li> <li>• Continue to publicize that HVM offers a breakfast program</li> <li>• Continue to publicize that HVM has a variety of healthy snacks available for any student</li> <li>• Continue to market to community preschools and Head Start programs</li> <li>• Continue to distribute flyers to approximately 50 local organizations</li> <li>• Continue to post flyers in multiple languages at the Haverhill Boys and Girls Club, the Haverhill YMCA, Haverhill community athletic programs, and other community-based organizations that tend to serve and support lower income families and their children</li> <li>• Continue to proactively engage with community resources used by low-income families, including SNAP and WIC/food stamp programs, food pantries, thrift shops, social service agencies</li> <li>• Continue to provide contact persons with flyers in multiple languages and information regarding Montessori education information sessions, lottery/enrollment information sessions, etc.</li> <li>• Continue to offer childcare at school-hosted information sessions</li> <li>• Continue to provide Montessori lottery/enrollment information sessions at community-based locations (rather than the school building-hosted location)</li> <li>• Continue to identify community programs similar to the Haverhill Boys and Girls Club, Haverhill YMCA, and Haverhill community athletic programs and proactively establish relationships with these organizations and make information available to organization leaders and post flyers</li> <li>• Continue to proactively provide promotional materials in multiple languages and Montessori information session and lottery/enrollment announcements made at local Head Start site[s]</li> <li>•</li> </ul>
	<p align="center"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Met <u>GNT</u>/did not meet <u>CI</u>: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Continue to target marketing materials to less affluent neighborhoods by posting flyers in multiple languages in public areas near them</li> <li>• Continue to distribute flyers in multiple languages to community service agencies (Community Action, Education Services, Salvation Army, and Emmaus House)</li> <li>• Continue to distribute information in multiple languages to low income housing projects</li> <li>• Continue to publicize that HVM offers a breakfast program</li> <li>• Continue to publicize that HVM has a variety of healthy snacks available for any student</li> <li>• Continue to market to community preschools and Head Start programs</li> <li>• Continue to distribute flyers to approximately 50 local organizations</li> <li>• Continue to post flyers in multiple languages at the Haverhill Boys and Girls Club, the Haverhill YMCA, Haverhill community athletic programs, and other community-based organizations that tend to serve and support lower income families and their children</li> <li>• Continue to proactively engage with community resources used by low-income families, including SNAP and WIC/food stamp programs, food pantries, thrift shops, social service agencies</li> <li>• Continue to provide contact persons with flyers in multiple languages and information regarding Montessori education information sessions, lottery/enrollment information</li> </ul>

	<p>sessions, etc.</p> <ul style="list-style-type: none"> <li>• Continue to offer childcare at school-hosted information sessions</li> <li>• Continue to provide Montessori lottery/enrollment information sessions at community-based locations (rather than the school building-hosted location)</li> <li>• Continue to identify community programs similar to the Haverhill Boys and Girls Club, Haverhill YMCA, and Haverhill community athletic programs and proactively establish relationships with these organizations and make information available to organization leaders and post flyers</li> <li>• Continue to proactively provide promotional materials in multiple languages and Montessori information session and lottery/enrollment announcements made at local Head Start site[s]</li> </ul>
<u>Students who are sub-proficient</u>	<p align="center"><b>(d) 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• Flyers to local schools announcing HVM’s lottery/enrollment information sessions and lottery application process.</li> <li>• Regular representation at the Haverhill Parent District Council Meetings, when possible</li> </ul>
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) 2023-2024 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to provide Haverhill Public School guidance department with flyers announcing HVM’s lottery/enrollment information sessions and lottery application process.</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center"><b>(g) 2023-2024 Strategies</b></p> <p>Other groups to target include minority groups such as those designated in HVM’s non-discrimination policy (e.g., minority races and ethnic and religious groups, students of color, those with cognitive or physical disabilities, families/students who identify as LGBTQ, etc.)</p> <ul style="list-style-type: none"> <li>• Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Haverhill Community System of Care, Team Coordinating Agency, Team Haverhill, Northeast Behavioral Health, New England Rehab and outside therapists.</li> </ul>

**Retention Plan**  
2023-2024

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2022-2023 Retention Plan.

### 2022-2023 Implementation Summary:

Hill View Montessori continues to enjoy a relatively positive retention program. Attrition continues to primarily be related to relocation of some families out of state and other families moving to different schools after experiencing family separations.

HVM will continue to use the strategies that have shown to be successful during the previous, non-pandemic school years of 2018-2019 and 2019-2020, along with ongoing tweaks and adjustments to improve our successful delivery of a public Montessori education for the 2023-2024 school year:

- Incredible relationship-building and teacher-support being facilitated by HVM’s Dean of Student; the Dean of Students is dedicated to connecting with parents and families as well as working directly on classroom management with lead teachers, classroom assistants, Special Education staff, Title I teachers, and subject specialists
- Dean of Students also established positive relationships with students and implemented highly proactive positive communication with parents.
- HVM’s four full-time Special Education Teachers and the Special Education Director continued to provide high quality Special Education service delivery and maintained complete compliance of Special Education oversight; the SPED team held weekly department meetings in conjunction with/collaboration with the Executive Director to address the needs of this population
- The school’s Executive Director facilitated two Montessori education informational meetings in person at HVM for prospective parents
- 90% of all Lead Teachers, Special Education teachers, Title I Teachers, and EL Teachers are identified as SEI endorsed/certified
- HVM’s Executive Director, Dean of Students, School Social Worker, graduate-level Social Work Intern, and the School Counselor worked with families to provide additional support and services through local agencies as needed for a variety of circumstances (e.g., lack of food, emotional issues, social issues, financial stressors, childcare issues, transitional issues)
- We continue to assess and refine the public Montessori program to meet the student where he/she/they cognitively, socially-emotionally, physically, and psychologically resides
- HVM has a full-time School Counselor on staff to work with teachers and students on classroom management strategies utilizing an evidence-based Mindfulness curriculum
- HVM provided a variety of professional development to its staff, including: “Attention, Motivation, and Working Memory,” “Reading Remediation Pathway Community of Practice,” “Montessori Assistant Toolkit: Elementary Edition 6-12,” and specialized training in how to deliver and interpret the Fountas & Pinnell Reading Assessment. HVM also continued its intensive professional development focused strictly on teaching teachers how to understand math, how to teach math, and how to delivery math instruction more effectively. Furthermore, HVM continued its intensive professional development focused strictly on teaching teachers how to understand the fundamentals of literacy, how to differentiate reading instruction, and how to delivery reading instruction more effectively. The Middle School continued to use an Advisory/Community Meeting curriculum for the 2022-2023 school year.
- HVM continued providing breakfast and healthy snacks for any student
- HVM’s new Physical Education Teacher continued to offer early morning fitness groups for Lower Elementary students to help those students settle in to their work period with clear minds and relaxed bodies
- HVM’s Montessori Coaches supported and directed lead teachers, classroom assistants, Title I teachers, and subject specialists in the facilitation of the Montessori pedagogy and the delivery of the Montessori curriculum in each classroom

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96.0%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.5%</p> <p>Third Quartile: 22.6%</p> <p>The school is <i>below</i> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Below third quartile: no enhanced/additional strategies needed</b></p> <ul style="list-style-type: none"> <li>• Continue to strengthen the Special Education program through ongoing professional development in both Montessori pedagogical strategies and best practice for student-identified needs</li> <li>• Continue to improve early intervention/early identification process through proactive improvement of the Student Success Team process</li> <li>• Collect exit data from departing families, when applicable</li> <li>• Continue to collect data from annual Special Education Department Parent Survey</li> <li>• Integrate software use into programs on newly-purchased Chromebooks</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: <i>additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</i></p>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.9%</p> <p>Third Quartile: 16.1%</p> <p>The school is <i>below</i> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> <b>Below third quartile: no enhanced/additional strategies needed</b></p> <ul style="list-style-type: none"> <li>• Continue to provide students with ELL-trained teacher(s) and SEI-certified teachers</li> <li>• Continue to offer interpreters/translators at Parent-Teacher conferences.</li> <li>• Continue to translate parent information documents and provide Google translate links on all documents</li> <li>• Continue to host multi-cultural events</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: <i>additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</i></p> <p><input type="checkbox"/> <i>No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</i></p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.7%</p> <p>Third Quartile: 14.5%</p> <p>The school is <i>below</i> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2022-2023 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to support families with identified needs utilizing our School Social Worker, Social Work Interns (master’s level), School Counselor, Dean of Students, Student Success Team, Family Outreach and Student Support Team, and Community Services</li> <li>• Continue to subsidize school field trips and student activities so that 100 percent of students may participate</li> <li>• Continue to subsidize school book fair vouchers so that 100 percent of students may purchase books</li> <li>• Continue to coordinate with the school’s vended meal service company to offer appealing lunches and breakfasts</li> </ul>



	<ul style="list-style-type: none"> <li>• Continue to make available unused fruit and a wide variety of healthy snacks to any student during the day</li> <li>• Continue to provide breakfast program</li> </ul> <p style="text-align: center;"><b>(c) 2023-2024 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: <i>additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</i></p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a summer session for children in need of sustaining learning engagement</li> <li>• Continually assess/benchmark reading and math proficiency</li> <li>• Improve early intervention identification process through highly proactive Student Success Team process</li> <li>• Actively monitor Title 1 Reading and Math student intervention and classroom support services throughout the year</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide support from Dean of Students, School Social Worker, Social Work Interns (master’s level), School Counselor, Student Success Team, Family Outreach &amp; Student Support Team, and outside counselors to student and parents</li> <li>• HVM does not have drop outs</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2022-2023 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>

**APPENDIX C – SCHOOL AND STUDENT DATA TABLES**

**STUDENT DEMOGRAPHIC INFORMATION**

[Enrollment by Race/Ethnicity \(2022-23\)](#)

<b>Student Data by Race/Ethnicity (2022-23)</b>	
Race/Ethnicity	% of School
African American	5.9
Asian	0.0
Hispanic	36.9
Native American	0.0
White	51.3
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	5.9

[Selected Populations \(2022-23\)](#)

<b>Selected Student Populations (2022-23)</b>	
First Language not English	15.7
English Language Learner	6.2
Low-income	41.5
Students With Disabilities	20.3
High Needs	58.5

**ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA**

<b>Administrative Roster During the 2022-23 School Year</b>			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Phil Arnold, Executive Director	Executive Director	07/2018	
Signe (“Ginger”) Whitson	Dean of Students	07/2021	
Dennis Solano, Facilities Director	Facilities Director	09/2021	
Niamh Dolan, Special Education Director	Special Education Director	07/2019	

<b>Teacher and Staff Attrition for the 2022-23 School Year</b>				
	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	31	1	2	1 took a job out of state; 1 moved to South Boston; 1 retired
Other Staff	30	1	0	1 was terminated for performance issues

<b>Board Membership During the 2022-23 School Year</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Jeff Hood	Chair	Executive Committee	1	Elected 2/22/2021; term ends 6/30/2024
Ryan Turner	Vice chair	Executive Committee	2	Elected 2/5/2019; term ends 01/09/2025
Sandra-Lee Thompson	Secretary	Finance Committee	1	Elected 4/6/2021; term ends 6/30/2024
Edward Felker	Trustee	Development Committee	1	Elected 7/9/2020; term ended 6/30/2023
Veronica Guzman	Treasurer	Finance Committee	1	Elected 7/9/2020; term ends 7/17/2023 (intends to renew for second 3-year term)
Allysha Roth	Trustee	Accountability Committee	1	Elected 8/3/2022; term ends 6/04/2025
Jennifer Edokpolor	Trustee		1	Elected 4/28/2022; term ends 4/27/2025
Phil Arnold	Ex-Officio	All		Serving since July 2018; term/contract extended to 6/30/2025

**INFORMATION ABOUT THE BOARD OF TRUSTEES**

[Board of Trustees Committee Meeting Notices](#) which include meeting dates, times and locations

**APPENDIX D - ADDITIONAL REQUIRED INFORMATION**

**FACILITIES**

<b>Location</b>	<b>Dates of Occupancy</b>
75 Foundation Avenue Haverhill, Massachusetts 01835	2010 - Present

**ENROLLMENT**

<b>Action</b>	<b>2023-2024 School Year Date(s)</b>
Student Application Deadline	January 31, 2024
Lottery	February 7, 2024

# APPENDIX E – CONDITIONS, COMPLAINTS, AND ATTACHMENTS

## Complaints

There was one complaint submitted to DESE’s Problem Resolution System during the 2022-2023 school year; that complaint was also received by the Charter School during the 2022-2023 school year. That complaint was satisfactorily resolved with the complainant via the PRS system.

## Attachments

### HVMCPS Star Math Assessment Data

ID#azwer	Spring 2022			9/16/2022			11/17/2022			2/10/2023			5/1/2023		
	MCAS	STAR	Grade Level Equivalent	STAR	Grade Level Equivalent	Fall Services	STAR	Grade Level Equivalent	STAR	Grade Level Equivalent	Winter Services	STAR	Grade Level Equivalent	STAR	Grade Level Equivalent
GR 4 Student	PM	PM	30	PM	44	3.0 Title 1	PM	44	PM	4		NM	3.3 down	NM	3.5
GR 4 Student	NM	PM	36	NM	50	3.0 Title 1	NM	50	NM	3.1 Title I		NM	3.4 up	NM	3.6
GR 4 Student	PM	M	67	M	71	4.5	M	71	M	4.8		M	5.4 up	M	>7
GR 4 Student	NM	PM	59	PM	40	4.2	PM	40	PM	4.2		PM	4.1 down	PM	5.3
GR 4 Student	M	E	98	E	95	6.2	E	95	M	6.4		M	5.4 down	M	6.1
GR 4 Student	PM	M	70	M	93	4.6	M	93	PM	6.3		PM	4.3 down	PM	5.5
GR 4 Student	NM	NM	4	NM	3	2 SPED	NM	3	NM	2.3 SPED		NM	2.3 up	NM	3.3
GR 4 Student	M	PM	59	M	83	4.2	M	83	M	5.3		M	6 up	PM	5.4
GR 5 Student	PM	PM	20	PM	20	3.8 Title 1	PM	20	PM	4.4		PM	4.4 same	NM	4
GR 5 Student	PM	M	74	M	72	5.9	M	72	PM	6		PM	6.5 up	PM	6.7
GR 5 Student	NM	PM	39	PM	33	4.5 Intervent	PM	33	PM	4.4		PM	4.3 down	PM	4.8
GR 5 Student	PM	PM	41	PM	53	4.8	PM	53	PM	5.2		PM	5.8 same	PM	5
GR 5 Student	PM	PM	41	PM	75	4.6 Intervent	M	75	PM	6.2		PM	5.5 down	PM	7.3
GR 5 Student	NM	NM	3	NM	10	2.3 SPED	NM	10	NM	3.5		NM	4 up	NM	3.7
GR 5 Student	M	E	98	E	99	8 and above	EE	99	M	>8		M	>8	M	>8
GR 5 Student	PM	M	72	M	86	5.8	M	86	M	6.7		M	7.8 up	PM	5.7
GR 6 Student	PM	PM	57	M	72	6.4	M	72	PM	7.8		PM	7.3 down	PM	7.4
GR 6 Student	NM	NM	3	NM	3	3.1 SPED	NM	3	NM	2.8 SPED		NM	4.2 up	PM	5.2
GR 6 Student	PM	PM	49	PM	46	6	PM	46	M	6.1		M	7.8 up	PM	7.7
GR 6 Student	NM	NM	4	PM	12	3.2 SPED	PM	12	NM	4.3		NM	4.3 down	NM	3.5
GR 6 Student	PM	PM	35	PM	32	5.4	PM	32	PM	5.4		PM	6.1 up	PM	5.4
GR 6 Student	PM	PM	24	PM	34	4.9	PM	34	PM	5.5		PM	5.5 same	PM	6
GR 6 Student	PM	PM	58	PM	57	6.5	PM	57	PM	6.7		PM	6.7 same	M	>9
GR 6 Student	PM	PM	54	PM	56	6.3	PM	56	PM	6.6		M	8 up	PM	7.4
GR 6 Student	PM	PM	50	PM	30	6.1	PM	30	PM	5.3		PM	5.5 up	PM	6.2
GR 6 Student	M	EE	98	EE	98	>8	EE	98	EE	>9		EE	>9	M	>9

HVMCPS Fountas & Pinnell BAS and DIBELS Reading Assessment Data

SPED for Reading	IEP	Spring MCAS 2022	FALL BAS	Winter BAS	Fall DIBELS- WC	Fall DIBELS- accuracy	Winter DIBELS- WC	Winter DIBELS- accuracy	Spring BAS	Spring DIBELS- WC	Spring DIBELS- accuracy	FALL RUBRIC WEIGHT	Winter RUBRIC WEIGHT
Student	Grade												
Student 1	4	PM	O	Q	69	95%	76	96%	R	119	98%	50%	50%
Student 2 [ELE]	4	PM	N	O	57	98%	73	97%	O	94	97%	75%	63%
Student 3	4	M	T	U	182	98%	206	97%	V	149	99%	NA	NA
Student 4	4	M	O	P	105	99%	150	98%	R	112	100%	13%	13%
Student 5	4	M	V	W	145	98%	193	97%	W	137	99%	NA	NA
Student 6	4	M	P	S	120	98%	166	99%	S	154	97%	13%	NA
Student 7	4	NM	H	J	could not do	could not do	41	85%	M	50	85%	NA	NA
Student 8	4	M	Q	R	138	98%	117	94%	R	109	98%	NA	25%
Student 9	5	NM	O instr.	S	75	94%		98%	U	111	99%	88%	63%
Student 10	5	M	S	U	124	97%	146	94%	U	143	98%	33%	13%
Student 11	5	PM	T	U Instructional	97	97%	120	98%	V	116	98%	38%	38%
Student 12	5	M	T	U	150	97%	144	99%	V	202	100%	NA	NA
Student 13	5	ABS	S HARD	S	94	94%	120	99%	U	157	100%	67%	33%
Student 14	5	NM	J instructional	K instructional	could not do	could not do	25	66%	M	23	70%	NA	NA
Student 15	5	M	Y	Z	201	98%	190	100%	Z	199	98%	NA	NA
Student 16	5	PM	T instr.	U Instructional	112	98%	114	97%	V	127	98%	25%	38%
Student 17	6	ABS	P	R	44	94%	49	96%	Q	32	94%	NA	NA
Student 18	6	M	X	Y	184	98%	166	98%	Z	211	99%	NA	NA
Student 19	6	PM	O instructional	Q	94	94%	120	98%	S	80	98%	NA	NA
Student 20	6	PM	V	W	137	99%	166	98%	Z	156	99%	25%	25%
Student 21	6	M	X instr.	Y	142	98%	147	99%	Z	154	100%	NA	NA
Student 22	6	PM	J HARD	K instructional	could not do	could not do	47	80%	L	26	68%	NA	NA
Student 23	6	PM	O	Q instructional	76	95%	77	94%	V	72	97%	NA	NA
Student 24	6	PM	V	X-instructional	101	97%	128	98%	Y	132	96%	38%	38%
Student 25	6	PM	W	X	111	97%	124	98%	Z	127	99%	25%	25%
Student 26	6	PM	W instruc	X instructional	102	98%	103	98%	X	127	98%	38%	50%

HVM FY23 Unaudited Statement of Revenue, Expenses and Change in Net Assets (Profit & Loss)

**FY23 Statement of Revenue, Expenses and Change in Net Assets (Unaudited)**

*Operating revenues:*

Tuition	\$	4,586,117
Federal and state grants		500,399
Program Fees		9,970
InKind other		89,090
On-behalf fringe benefits		452,061
City provided transportation services - in kind		<u>115,130</u>
Total operating revenues		<u>5,752,767</u>

*Operating expenses:*

**Personnel and related**

Salaries		3,411,489
Payroll taxes		151,195
Fringe benefits and staff development		308,878

**Occupancy**

Maintenance of buildings and grounds		72,983
Lease Expense		52,210
Utilities		60,354
Insurance		43,538

**Direct Student Costs**

Instructional technology		70,368
Educational services, supplies and expenses		299,527

**Other operating costs**

Contracted and professional services		484,926
Insurance		43,538
Office supplies and expenses		7,707
Dues, subscriptions and licenses		40,000
Recruitment/advertising		1,616
Depreciation		187,008
City provided transportation services - in kind		115,130
On-behalf fringe benefits		452,061

Total operating expenses 5,802,528

Operating income (49,761)

*Nonoperating revenues/(expenses):*

Contributions and other income		38,885
Contribution from Foundation/(to the School)		12,120
Interest income		5,178
Net nonoperating revenues/(expenses)		<u>56,184</u>

Net Income 6,422

**Statement of Net Assets (Unaudited) for Year Ended June 30, 2023**

<u>Assets</u>	
<b><i>Current Assets:</i></b>	
Cash and cash equivalents	\$ 953,565
Grants and accounts receivable	18,605
Related party receivables/(payables)	-
Prepaid expenses	<u>94,818</u>
Total current assets	<u>1,066,988</u>
<b><i>Noncurrent Assets:</i></b>	
Capital assets, net	<u>2,528,440</u>
Total noncurrent assets	<u>2,528,440</u>
Total assets	<u>\$ 3,595,428</u>
<u>Liabilities and Net Position</u>	
<b><i>Current Liabilities:</i></b>	
Accounts payable	\$ 36,469
Accrued expenses	109,571
Deferred revenue	0
Total current liabilities	<u>146,040</u>
<b><i>Noncurrent Liabilities:</i></b>	
Lease Liability	2,335,478
Total noncurrent liabilities	<u>2,335,478</u>
Total liabilities	<u>2,481,518</u>
<b><i>Net Position:</i></b>	
Total net position	<u>1,113,910</u>
Total liabilities and net position	<u>\$ 3,595,428</u>



Hill View Montessori Public Charter School  
 FY24 Approved Budget - Board Approved June 22, 2023

	FY23 Budget	FY24 Budget
		<b>306</b>
		<b>16,113</b>
<b>A Revenues</b>		
Tuition	4,324,086	4,930,431
Grants	309,081	158,876
Nutrition Program	67,950	125,000
Interest Income	2,173	2,500
Fundraising	7,000	10,000
Individual Contributions	5,827	7,114
Foundation Contribution	10,000	10,000
E-Rate Funding	17,820	13,560
In Kind		
<b>Total Revenues</b>	<b>4,743,937</b>	<b>5,257,481</b>
<b>Expenses</b>		
<b>1 Personnel Salaries</b>	<b>3,037,781</b>	<b>3,458,858</b>
Fringe Benefits	227,948	289,760
Work Comp	29,510	34,589
Payroll Taxes	227,834	155,649
<b>Total 5000 - Personnel Costs</b>	<b>3,523,074</b>	<b>3,938,855</b>
<b>2 Administrative Costs</b>		
Recruitment and Advertising	2,500	2,500
Contr Serv - Technology	39,000	40,650
Supplies & Materials - Admin	5,000	5,760
Supplies & Materials - IT	5,760	5,000
Dues, Subscriptions & Other Exp -Admin	43,019	47,500
Contr Serv - Audit	17,500	17,500
Contr Serv - Legal	1,619	500
Contr Serv - Human Resources	44,000	49,000
Contr Serv - Business & Finance	55,000	55,000
<b>Total 5100 - Administrative Costs</b>	<b>213,398</b>	<b>223,410</b>
<b>3 Instructional Services</b>		
Contr Serv - Other Teaching	134,450	130,435
Instructional Copier	10,000	10,000
Instructional Furniture & Equip.	15,000	25,000
Instructional Supplies (Inc, SPED, NURSE)	45,000	62,500
Instructional Supplies *Montessori Materials	-	-
Contr Serv - Prof Development	209,927	239,979
Contr Serv - Seacoast Training	10,000	10,000
Travel & Other Exp -Prof Develop	15,000	15,000
Instructional Software	8,689	9,000
Instructional Hardware	500	500
<b>Total 5200 - Instructional Services</b>	<b>448,566</b>	<b>502,414</b>
<b>4 Other Student Services</b>		
Field trips/Student clubs	2,500	20,000
Nurse/Athletics/Food/Other activities	10,000	10,000
Fundraising	1,505	2,000
Nutrition Program	119,976	137,500
<b>Total 5300 - Other Student Services</b>	<b>133,981</b>	<b>169,500</b>
<b>5 Facility &amp; Other Fixed Costs</b>		
Maint of Buildings &Permits	48,162	38,744
Utilities	55,000	70,000
Maintenance Supplies	12,000	20,000
Capital Lease Interest & Rent	56,725	48,103
Security	-	-
Insurance (non-employee)	44,200	47,736
Networking & Communications	21,181	18,596
Depreciation	179,285	179,285
<b>Total 5400 - Facility &amp; Other Fixed Costs</b>	<b>416,553</b>	<b>422,464</b>
<b>Total Expenses</b>	<b>4,735,572</b>	<b>5,256,643</b>
<b>Change in Net Position</b>	<b>8,365</b>	<b>838</b>

