



Annual Report
2019-2020 School Year

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TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL	3
SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION	4
<i>FAITHFULNESS TO THE CHARTER</i>	4
Mission and Key Design Elements	4
Amendments to the Charter	5
Access and Equity	6
Dissemination Efforts	7
ACADEMIC PROGRAM SUCCESS	8
Student Performance	8
Program Delivery	8
Social, Emotional, and Health Needs	10
ORGANIZATIONAL VIABILITY	12
Organizational Structure of the School	12
Teacher Evaluation	12
Budget and Finance	13
APPENDIX A – ACCOUNTABILITY PLAN PERFORMANCE	14
APPENDIX B – RECRUITMENT AND RETENTION PLAN	16
APPENDIX C - SCHOOL AND STUDENT DATA	24
APPENDIX D - ADDITIONAL REQUIRED INFORMATION	26
APPENDIX E - BOARD OF TRUSTEES 2020-2021 MEETING SCHEDULE	26
ATTACHMENTS	28

INTRODUCTION TO THE SCHOOL

Hill View Montessori Charter Public School

Type of Charter	Commonwealth	Location of School	Haverhill, Massachusetts
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	Haverhill
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2008; 2014; 2019
Maximum Enrollment	306	Current Enrollment as of 6/17/2020	306
Chartered Grade Span	K-8	Current Grade Span	K-8
# of Instructional Days per school year (per charter)	180	Current Waitlist as of 6/17/2020	270
Final Number of Instructional Days during 2019-2020 School Year	117 in-person days 65 remote learning		
School Hours	8:40 am – 3:40 pm	Age of School as of 2019-2020 School Year	16 Years

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.

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

The following information and supporting data summarize Hill View Montessori Charter Public School (HVM)'s achievements during the 2019-2020 school year based on HVM's current accountability plan as well as the State's Common School Performance Criteria.

FAITHFULNESS TO THE CHARTER

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*

Core Value 1: Preeminent Public Montessori

Being a preeminent public Montessori school means that the Montessori philosophy and curriculum exists in all classrooms addressing the Massachusetts Frameworks/Common Core Standards. Currently, all levels (Kindergarten, Lower Elementary, Upper Elementary, Middle School) have alignment charts which document the blend of the Montessori and the Massachusetts Curriculum Frameworks/Common Core Standards. HVM continued our reading (DRA2 and Fountas & Pinnell BAS) and writing assessments during the school year.

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 amazed at 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 productive behavior.

In the area of personal and social achievement, HVM's Grace and Courtesy Curriculum is also a model of preeminence. The focus on student's personal and social development is an important aspect of Montessori curriculum and is a focus of K-6. The School Social Worker, graduate-level Social Work Intern, and Guidance Counselor presented lessons from "Second Step" curriculum to lower elementary and upper elementary classrooms and supported the Montessori program of Grace & Courtesy throughout the school year. The Middle School advisory curriculum followed the guidelines provided in *The Advisory Book* (published by Origins Developmental Designs/Linda Crawford). In addition to the quantitative data presented on progress reports, teachers collect anecdotal data that emphasizes student success.

Core Value 2: Holistic Student Development

HVM is committed to the development of the whole child and believes 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 21st century skills such as self-direction, teamwork, critical thinking and problem-solving skills in addition to students knowing themselves as learners. Students are involved in Practical Life activities that include care of themselves and their environment. Students at HVM are empowered to take ownership of their learning and their environment under the guidance of their teachers.

HVM employs a full-time School Social Worker and Guidance Counselor who provide support to students and families and to support students' emotional and social well-being in school. During the 2019-2020 school year, HVM also had a graduate-level Social Work Intern 20 hours per week. Services include various social skills/support groups, some limited individual counseling and coordination with relevant agencies within the local community. In addition, a school psychologist works closely with the Special Education Team and the school staff to complete assessments and serve as an integral member for HVM's Student Success Team (SST) to make recommendations to support learners in the classroom.

Core Value 3: School-Strengthening Collaboration

Parental and community involvement continues to be an important aspect of HVM. Due to the generous support of volunteers, HVM is able to stretch its limited resources and serve its students beyond what would be possible otherwise. Parent volunteers take on a variety of roles including serving on committees, doing projects to maintain the grounds and building, keeping up the school library, making classroom materials, driving for student outings and field trips, facilitating an annual pancake breakfast and spaghetti dinner for families to attend, and providing meals to teachers during parent-teacher conferences in November and March.

HVM's PTO continued to support field trip costs for those families in need. Parents, faculty and staff supported the HVM Foundation and Board of Trustees' development activities.

Core Value 4: High Quality Staff

In 2019-2020, 100 percent of the Kindergarten teachers were Montessori credentialed, 100 percent of the Lower Elementary teachers were Montessori credentialed, and 50 percent of the Upper Elementary teachers were Montessori credentialed, while the other 50 percent are continuing the second phase of their Montessori teacher education program during summer 2020. One teacher in Middle School has formal Montessori Adolescent Certification for Middle School students aged 12-14.

HVM continues to be committed to employing teachers with Montessori training who also meet federal standards for highly qualified teachers. The school is currently paying for several staff members to enroll in and attend Montessori Teacher training through the Seacoast Center for Montessori Education which began last summer and continued through the 2019-2020 school year. Additional training is continuing during summer 2020 and will continue through next summer 2021. (In fact, 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, those staff members will receive their Montessori Level I (ages 6-9) certification. If any of those staff members continue with training during the subsequent summers, they will be able to earn their Montessori Level II (ages 9-12) certification.

HVM's EL teacher maintains her Montessori Primary (ages 3-6) Teacher certification and two of HVM's Special Education teachers possess Montessori Teacher certification, while another Special Education teacher has begun her 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.

AMENDMENTS TO THE CHARTER

There were no amendments to the charter during the 2019-2020 school year.

ACCESS AND EQUITY

For the 2018-2019 school year, 14 incidents resulted in actionable discipline. Of the 14 incidents, 0% involved students of color or students with disabilities.

The 2018-2019 Student Discipline Profile may be viewed at: [HVM 2018-2019 Student Discipline Profile](#)

2018-2019 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	315	14	.6	4.4	0
EL	33	1	0	0	0
Economically Disadvantaged	67	6	3.0	9.0	0
Students with Disabilities	54	5	0	0	0
High Needs	127	9	1.6	7.1	0
Female	172	4	0	0	0
Male	143	10	1.4	7.0	0
American Indian or Alaska Native	0				
Asian	1	0	0	0	0
African American/Black	18	1	0	0	0
Hispanic/Latino	72	4	0	0	0
Multi-race, Non-Hispanic/Latino	8	2	0	0	0
Native Hawaiian or Pacific Islander	0				
White	216	7	0.9	3.2	0

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination <i>(describe the method, format, or venue used to share best practices)</i>	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? <i>(Partners and Locations)</i>	Result of dissemination <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 meetings with Charter School Administrators, specialized teams and MCPSA facilitators	Executive Director; SPED Co-Coordinators; EL Program Director	Shared with Charter Schools across the state	Improved service delivery in the areas of school leadership, Special Education intervention, and EL instruction as well as increased collaboration between Special Education program and EL program
Pedagogy and Montessori Curriculum / Collaboration between public Montessori staff	Site Visits	5 faculty from HVM visited other public Montessori schools as well as private Montessori programs	River Valley Charter School, Mill Falls Charter School (NH), Cornerstone Montessori (NH)	Classroom observations to compare Montessori programs for similarities and differences
Pedagogy and Montessori Curriculum	Public Montessori Convening - workshops and breakout sessions	N/A	River Valley Charter School, Mill Falls Charter School (NH), Alighieri Montessori Charter, and HVM	Public Montessori Convening was cancelled due to COVID-19
Charter School Leadership	Consultancies, training, workshops, seminars	Executive Director	New charter leaders “Cohort 1” participating in MCPSA “Cohort 1” ongoing consultancies, trainings, Zoom conference calls (during COVID-19 school closure)	Networking with MCPSA colleagues on best practices in Charter School leadership and school administration

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

The Hill View Montessori Charter Public School “School Report Card” may be viewed at:

<http://reportcards.doe.mass.edu/2019/04550050>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
<p><i>Not requiring assistance or intervention</i></p> <p>Reason for classification: <i>Substantial progress towards targets</i></p>	<p>53%</p> <p>[Cumulative criterion-referenced target percentage] (2018 x 40%) + (2019 x 60%)</p>	<p><i>Meeting 72 percent of Improvement targets</i></p>

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.

To support the area of reading development, the Foundations Reading program was previously chosen by teachers and administration as an educational source to bring consistent instruction and develop a stronger foundation of phonemic awareness, phonological knowledge, and basic reading skills for students in kindergarten through third grade. During the year, the Montessori Pedagogical Director collaborated with Kindergarten and Lower Elementary teachers, as well as other interested staff members in the understanding and selected utilization of this program in their classrooms.

This multisensory, structured language program fits well with the Montessori language and grammar methodology and materials. Teachers have the opportunity to present reading lessons in whole group, small group or individual settings. During the 2019-2020 school year, Kindergarten and Lower Elementary teachers implemented the Foundations reading program with instruction taking place multiple times a week prior to the COVID-19 school closure.

The HVM Upper Elementary teachers have collaboratively focused on improving mathematical concepts, application of knowledge, and explanation of word problems. During collaborative team meetings and referencing Massachusetts 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 continued this year, in which students were supported once a week 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 Middle School subject teachers and one Middle School support teacher and served to support social and emotional learning of middle school students. ***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, writing portfolios, and school-wide assessments such as DRA Reading Comprehension and the Fountas & Pinnell Benchmark Assessment System (BAS). In addition to the above data, 2019 statewide assessments (MCAS ELA & Math, MCAS Science) were also reviewed and analyzed to monitor the growth of all students. HVM classroom teachers and support teachers employed strategies focusing on reading comprehension, vocabulary building, and developing writing skills. HVM teachers utilized fall DRA data and winter BAS data to formulate reading groups and to provide individualized and group instruction in reading comprehension.

HVM continues to have a language-based program to meet the individual need of select special education students. The 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.

HVM staff engaged in monthly whole group and small group professional development in the area of teaching math competently and confidently. This professional development was facilitated by Dr. Mahesh Sharma from the Center for Teaching/Learning of Mathematics.

During the 2019-2020 school year, professional development for teachers and staff included:

- The Teaching of Mathematics Competently and Confidently
- Trauma-Informed Practices in the Classroom
- Fountas & Pinnell Benchmark Assessment System
- Lexplore Artificial Intelligence Eye Movement Reading Assessment
- 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

HVM teachers incorporate the Six Traits Writing Program 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.

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 consists of: Executive Director, Montessori Pedagogical Director, two Special Education Co-Coordinators/Teachers, EL Teacher, School Social Worker, Social Work Intern, Guidance Counselor, Title I Math Specialist, and a Title I Reading Specialist. During the 2019-2020 school year, the SST Team met twice a month to review the referrals and discuss classroom evidence and possible interventions that can be implemented in the classroom in support of the referred student. Classroom teachers made modifications to the classroom environment and/or their instructional methods to accommodate the needs of the child. The SST Team monitored the progress of students every 6-8 weeks following a referral throughout the school year. Some of this data was 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 resulted in a direct referral for a formal Special Education evaluation. Progress monitoring of students in intervention programs was documented approximately every six weeks. Ongoing data was used to arrange reading groups, teach particular grammar skills, vocabulary skills, comprehension, and problem solving strategies. During the 2019-2020 school year, 15 students were referred to the SST process.

Additionally, the Special Education Co-Coordinators and Special Education Director were responsible for facilitating all initial, annual, and reevaluation IEP meetings for students in grades K-8th grade. Currently, HVM supports approximately 57 students on IEPs and 504 Plans combined. Each Special Education Co-Coordinator/Teacher managed a caseload of approximately 15-16 students within their level. They 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 has a part-time Speech and Language Pathologist on staff and HVM contracts outside services for those students in need of physical therapy and occupational therapy.

HVM's Executive Director served as the 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 oversaw the Title I program and EL program. The EL teacher implemented and monitored progress of 26 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 support deficits of need and support teachers in the classroom setting. HVM has four Title I teachers: two providing Reading support and two providing Math support with children in the Lower Elementary, Upper Elementary and Middle School. The Title I teachers work closely with the classroom teachers to bridge and reinforce the skills and strategies taught in the classroom. 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 67 students received some level of Title I Reading and/or Math support. Over 75% of our instructional staff have completed the Sheltered English Immersion (SEI) course.

SOCIAL, EMOTIONAL, AND HEALTH

HVM employs a full-time Registered Nurse, a full-time School Social Worker, and a full-time Guidance Counselor. During the 2019-2020 school year, HVM also had a graduate-level Social Work Intern 20 hours per week. The Nurse, Social Worker, and Guidance Counselor partner with the administrative team and Special Education team to assess the student needs and provide services that are comprehensive and individualized. This student health and wellness team works closely with outside medical, mental health, and other service providers and parents to ensure each student receives the services needed in order for them to fully participate in school and access the curriculum to their own personal potential.

HVM's master's level Social Work Intern worked with students with social/emotional goals on their IEPs. She also conducted whole classroom instruction and facilitated small group socialization groups (such as "lunch bunch") for students in grades 1-8. The Social Work Intern also participated in school referrals for wrap-around and outpatient counseling services. HVM's Intern was also an active participant in the bi-weekly Student Success Team meetings and provided remote engagement and support to students during the COVID-19 school closure.

Prior to entry to school each new family meets with the school nurse for a comprehensive developmental and health screening and an assessment of health needs is done. Parents that identify any social or emotional concerns are referred to the Social Worker or Guidance Counselor and, if needed, to the Special Education Department. Entering Kindergarten students are also given a developmental screening to identify concerns or need for further evaluation.

The School Nurse performed annual health assessments, including vision, hearing, height, weight, BMI, and posture screenings, referrals, and follow up with appropriate medical or specialty provider for more comprehensive evaluation and treatment when needed. An annual immunization survey was also completed to ensure students are up to date on all school required vaccinations or have proper documentation for any exemptions.

A Health and Wellness program for the 7th and 8th grade students was facilitated by the school's Fitness/Phys Ed Teacher and School Social Worker. Lessons were developed for each age group in the areas of Nutrition and Fitness, Healthy Relationships, and Substance Use Prevention.

Students are serviced through IEPs and 504 Accommodation Plans. In addition to nursing and social/emotional services, students may receive Occupational, Physical, and Speech and Language services.

In addition, the school contracted with a School Psychologist who, along with a staff per diem School Psychologist, conducted and completed assessments/evaluations and served on the Special Education Team to participate in the development of individual learning plans.


The Fitness/Phys Ed Teacher provided a "Morning Movement" program for students in Lower Elementary classrooms consisting of physical activities that enhance readiness and focus for learning. Adaptive PE is also provided per IEPs, 504s and teacher recommendations.

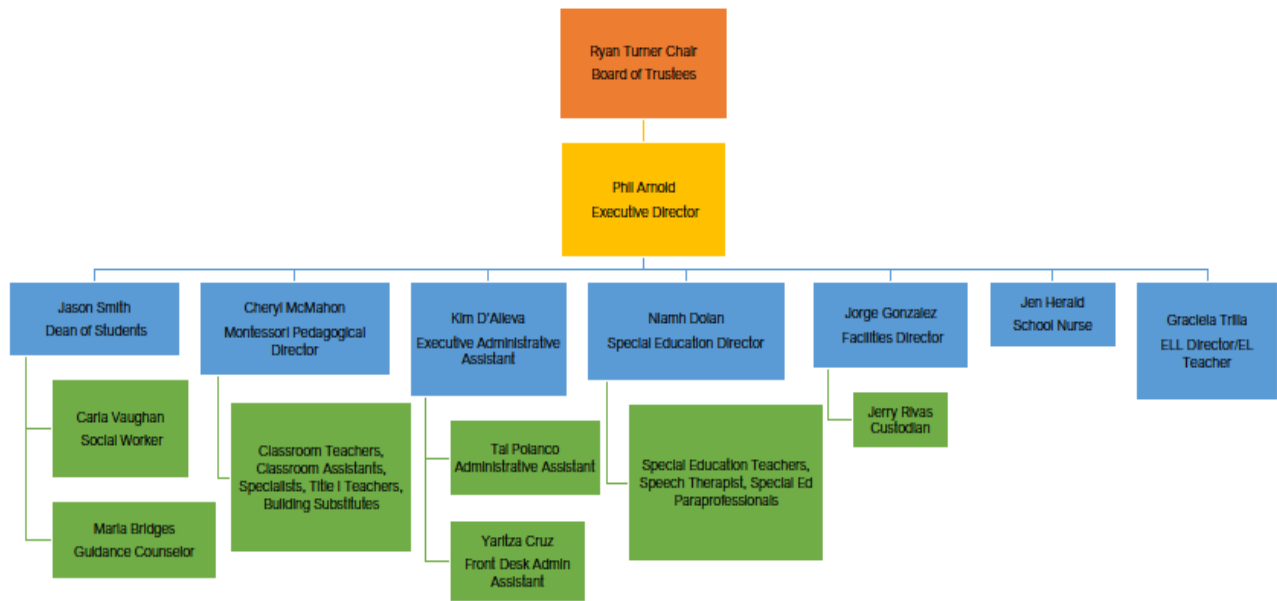
ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The organizational structure of Hill View Montessori Charter Public School had two administrative structural changes for the 2019-2020 year Both of the following positions started July 1, 2019:

- HVM hired a Montessori Pedagogical Director to replace the Educational Program Director that retired in January 2019
- HVM hired a full-time Facilities Director


2019-2020 Org Chart



TEACHER EVALUATION

The cumulative process in the teacher evaluations comes from a combination of Montessori Work Engagement Observations and the Department of Elementary and Secondary Education Evaluation procedures. The Montessori Work Engagement Observation reviews the students' engagement in their work, materials used in lessons and individual work, observation of the prepared environment, classroom management, teacher relating to the child, presentations, and teacher's responsibilities regarding the implementation of Montessori methodology and philosophy. Overall observations should demonstrate the teacher's ability to form a positive Montessori community and a successful learning environment

for their students. HVM's Montessori Pedagogical Director was able to successfully observe and coach all Lead Teachers and Classroom Assistants during the 2019-2020 school year.

The format of the Department of Elementary and Secondary Education (DESE) reflects four categories: "Curriculum, Planning, and Assessment", "Teaching to all Students", "Family and Community Engagement", and "Professional Culture". In the area of "Curriculum, Planning, and Assessment", observation is focused on professional knowledge, well-structured lessons, variety of assessments methods, analysis and conclusions, and adjusting instruction to meet the individual needs of students. "Teaching to all Students" focuses on: student engagement, meeting diverse needs, a safe and collaborative learning environment, clear expectations. "Family and Community Engagement" focuses on: teacher and parent/family engagement, providing learning expectations and student support, and communication between teacher and family. Lastly, the "Professional Culture" category focuses on the teacher's reflective practices, goal setting, professional learning and growth, professional collaboration, decision-making, and reliability and responsibility. It is with the guidance of the Montessori Work Engagement Observation form that facilitates the use of DESE Formative and/or Summative written evaluation tool used for all HVM teachers. Due to the COVID-19 school closure, unfortunately, formal evaluations were not able to be completed in Spring 2020.

In January 2020, teachers (and all staff) were individually evaluated via an informal 1:1 meeting process in the areas of autonomy, mastery, and purpose:

- *To what degree did a teacher believe he or she was able to work autonomously, with appropriate supports and resources, at HVM?*
- *To what level did a teacher believe he or she was aspiring and progressing in terms of mastering their craft as a public Montessori school teacher?*
- *To what degree did a teacher believe he or she had a purpose while working at HVM and felt personally or professionally committed to the mission and vision of HVM?*

BUDGET AND FINANCE

Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

- Please see Income Statement in the Attachments section of this report.

Statement of net assets for FY20 (balance sheet)

- Please see Balance Sheet in the Attachments section of this report.

Approved School Budget for FY21

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

Capital Plan for FY21

The HVM Foundation purchased a building at 75 Foundation Avenue Haverhill, Massachusetts in November 2009 and then signed a long-term lease with HVMCPS for use of 49,000 square feet for school operations. Please refer to the Balance Sheet and FY21 Budget for specifics on the capital reserve balance and projected expenses.

Currently, the FY21 budget does not include any significant expenditures dedicated to capital plan upgrades or improvements. Any proposed capital expenditures for FY21 will be reviewed and approved by the Board of Trustees and/or allocated for in FY22 or other future budgets.

APPENDIX A – ACCOUNTABILITY PLAN PERFORMANCE

	2019-2020 Performance	Evidence
Objective: HVM provides a public Montessori education for grades K-8.		
Measure: The Five Great Lessons, the foundation of Montessori education, (The Coming of the Universe and Earth; The Coming of Life; The Coming of Human Beings; The History of Writing; The Story of Numbers) will be presented and built upon during the Lower Elementary, Upper Elementary and Middle School years. Yearly documentation will be collected.	Met	All levels of HVM (K, LE, UE, MS) continue to present the appropriate Great Lessons to students. Not all lessons will be presented in a single school year, due to the 3-year cycle of Montessori education. The lessons will continue at each level to ensure all students participate in all lessons during their entire K-8 education at HVM.
Measure: An outside Montessori consultant will conduct an audit every two years (2014-2015; 2016-2017; 2018-2019) to evaluate HVM’s program based upon the <i>Essential Elements of Successful Montessori Schools in the Public Sector</i> , developed by the American Montessori Society and adopted by the National Center for Montessori in the Public Sector.	N/A	N/A for 2019-2020
Measure: On the biannual audit, HVM will meet 90% or 20/22 of the Essential elements of the Essential Elements of Successful Montessori Schools in the Public Sector. Recommendations suggested will be addressed in an action plan to be completed during the following two years.	N/A	N/A for 2019-2020
Measure: The Montessori curriculum and methods will be aligned to Common Core State Standards.	Met	Curriculum continues to be mapped to/aligned with Common Core.
Objective: HVM will focus on holistic student development.		
Measure: At least 85% of HVM students will demonstrate “consistency” or “progressing” for grades K-6 and “3 or 4” for Middle School on the Personal and Social Growth and Work Habits section of the end-of-year progress report.	Unable to complete	HVM was unable to provide formal end-of-the-year progress reports due to the COVID-19 school closure.
Measure: Annually, each K-6 classroom will participate in at least one community service partnership and/or project and each Middle School student will complete 20 community service hours.	Partially Met	Classroom and individual community service projects included MSPCA and Emmaus House fundraising activities, Northeast Urban Forest Advocacy tree categorizing, food drives, clothing drives, environment clean-up, and Meals on Wheels seasonal cards. Students also participated in numerous community service opportunities and projects within the school and in the Ward Hill Business Park. Not all classrooms were able to participate in a partnership during the school year and not all Middle School students completed their full 20 community service hours due to the COVID-19 school closure.

<p>Measure: HVM will present Montessori information to parents and/or community in a variety of formats and media, in order to integrate the Montessori philosophy into family life.</p>	<p>Met</p>	<p>Montessori-related materials are shared with the community in a variety of social media campaigns (Facebook and Twitter), the school’s website and smartphone app, and teacher-led parent education events.</p>
<p>Objective: Grace and Courtesy values are at the core of a Montessori education.</p>		
<p>Measure: A Montessori Grace and Courtesy theme is presented through curriculum, assembly, community-building and at-home activities.</p>	<p>Met</p>	<p>Monthly, themed curriculum provided by Guidance Counselor, School Social Worker, Master’s-level Social Work Intern and classroom faculty/staff, provided students and parents/caregivers an opportunity to experience and meaningfully engage in and practice the Montessori Grace and Courtesy themes. Additionally, beginning in September, monthly community-building assemblies were facilitated by the Dean of Students for Upper Elementary and Middle School students.</p>
<p>Measure: HVM will decrease our behavioral referrals over the term of the charter comparing annual results.</p>	<p>Partially Met / Incomplete Data</p>	<p>This goal is based on the overall term of the charter (2014-2019). As of the first two years of the charter period, HVM had 10 incidents in 2014-2015 which required internal or external detentions or suspensions. For the 2015-2016 school year, HVM had 12 incidents resulting in internal or external suspensions. For the 2016-2017 school year, 5 incidents resulted in internal or external suspensions. For the 2017-2018 school year, 11 incidents resulted in internal or external suspension. For the 2018-2019 school year, 16 incidents resulted in internal or external suspensions. For the 2019-2020 school year, between August 2019 and March 2020, 9 incidents results in internal or external suspensions.</p>
<p>Objective: HVM will disseminate Montessori methods.</p>		
<p>Measure: Invite other public schools in the district to HVM-hosted Montessori Professional Development at least once per year over the term of the charter.</p>	<p>Not Met</p>	<p>This measure was not met in the current school year due to COVID-19 closure. Of note: In October, HVM did host seven other charter school leaders for a morning workshop focused on Montessori education pedagogy.</p>
<p>Objective: HVM will create an environment in which students will thrive socially, emotionally and academically, the “whole child.”</p>		
<p>Measure: HVM will become a Model Demonstration School for “Building Capacity to Serve All Students”, developed by Massachusetts Charter Public School Association and funded by DESE, and will host other schools to share our model over the charter term.</p> <p>This program provides coaching and professional development for schools to use to create and/or refine programs to support students with high-needs. By creating a positive school culture and integrating available behavioral resources, schools can affect the learning environment for general</p>	<p>Partially Met</p>	<p>HVM participated in the MA Charter Public School Association’s PBIS (Positive Behavior Intervention System) monthly program meetings during the 2017-2018 school year and subsequently completed its participation in September 2018 followed by implementing recommended best practices and protocols developed from the “Building Capacity to Serve All Students” program. HVM did not achieve the formal designation of “Model Demonstration School” nor did it host other schools to share the model during the final year of the charter term.</p>

education, special education and high needs students.

APPENDIX B – RECRUITMENT AND RETENTION PLAN

Recruitment Plan 2020-2021

School Name: Hill View Montessori Charter Public School

2019-2020 Implementation Summary:

- 1) Our team was able to complete the components of the current recruitment plan. We again had three times the applicants as we had Kindergarten openings for the upcoming school year (106 applications for 36 seats).
- 2) 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. Staff posted informational flyers throughout Haverhill and prepared newspaper announcements. Our administrative assistants (both bilingual/fluent in Spanish) reviewed, revised, and translated our 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 that came into the building. Informational meetings were publicized and implemented prior to the January 2020 enrollment application due date and February 2020 lottery and childcare was offered. We included an employee that spoke fluent Spanish at each event. We utilized our HVM Facebook page to disseminate information about the school in Spanish and with links to Google translate. We enlisted the assistance of our parent community and encouraged the parents to spread the word about upcoming information sessions. Informative videos that provide clear and engaging information about Montessori education are now easily accessible on the school's user-friendly website.
- 3) HVM has a large number of siblings who are included in the subgroupings on our district profile. The 2019-2020 percentages are slightly different from the 2018-19 percentages: High needs - 33.2 %, African American/Black - 5.9%, Hispanic - 25.1% and White - 66.1%.

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

General Recruitment Activities for 2020-2021:

HVM's general recruitment strategies are to:

- Advertise via flyers and social media in multiple languages
- Hold Public Montessori Education Information nights
- Update information on the school's website, Facebook page, Twitter account, HVM app and other social media
- Provide information directly to parents via weekly/bi-weekly classroom communications as well as through a more streamlined school-wide communication system
- Advertise in local newspapers and provide press releases for school activities and events
- 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

(b) 2019-2020 Strategies

- Met GNT/CI: no enhanced/additional strategies needed**
- Provide indication of special education services delivery program on the school’s website.
 - Include specific and direct special education information with the school’s enrollment materials.
 - All recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school.”
 - The Special Education Director will collaborate with the Educational Program Director to provide information to kindergarten applicants with information regarding the school’s special education program.
 - Special Education Director will attend a Haverhill Parent District Council meeting.
 - Share HVM SEPAC meeting times and dates with Haverhill’s Parent District Council.
 - Connect with Haverhill based tutoring service organizations with advertising materials.
 - At the December 12, 2019 and the January 16, 2019 Information Sessions, the school’s Special Education Coordinator and staff presented to families and were available for individual consultations and to describe school resources to serve student needs. (This is provided annually.)
 - Deliver flyers to over 55 organizations
 - Targeted specific local Early Intervention site and build relationship there.
 - Improved, streamlined, and expedited SST process (Student Success Team) process.
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(a) CHART data

School percentage:
14.34%
GNT percentage:
N/A
CI percentage:
15.7%

The school is below CI percentages.

**No GNT data available in CHART Enrollment Snapshot.*

(c) 2020-2021 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed:**
- Student Success Team (i.e., Response to Intervention) process to include EL program Director and Title I staff (2020-2021).
 - At the December and January information sessions, representative from the school’s SEPAC (Special Education Parent Advisory Council) will be available to prospective families to discuss Special Education (annually).
 - Parents from the SEPAC also coordinate outreach events each year for current and prospective families (two-year process).
 - 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 (two-year process).
 - Reach out to local DCF (Department of Children and Families) to encourage referrals of [potential] students with disabilities (ongoing).
 - The Special Education Department will participate in the annual Kindergarten Screening Process in May to provide parents with programmatic information (annually) (note: this did not occur in May 2020 due to COVID-19 closure)

	<ul style="list-style-type: none"> • 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 (two-year process).
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Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 7.8%</p> <p>GNT percentage: 5.8%</p> <p>CI percentage: 7.2%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • All flyers are in multiple languages that publicize the lottery, application process and Montessori education information sessions. The flyers are distributed in November, December, and January. • 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. • Share with Siglo 21 and Rumbo (local Spanish newspapers) recruitment information and other general information about the school two to three times prior to January enrollment application process and subsequent deadline. • Share flyers with Hispanic churches, specifically the Trinity Episcopal Church, and others that may be identified. • Have translation services available for all enrollment inquiries. • Continue to translate all materials into Spanish including on social media. • Hand delivered/send flyers to Destiny Spanish Market, High Street Market, YWCA, Jacqueline Grocery, Sam’s Food Store, Cibao Market and Latina Market, City Hall, the Haverhill Library, the three Market Basket locations, Head Start Program, Family and Community Connection, WICK/Community Action, Presidential Gardens, Haverhill Housing Authority, Pentucket Medical Pediatrics, Children’s Health Care, Boys and Girls Club of Haverhill, Girls, Inc., Child Development Family Services, Merrimack Child Care, Noah’s Arc Day Care, The YMCA, Hadley West, Goldman Family Center, Haverhill Day Care Center, International Day Care, Chan’s Taekwondo, Little Sprouts Day Care, Salvation Army, Emmaus House, Dr. Dental, Crowell’s School, Golden Hill School, GreenLeaf School, Bartlett School, Marigold Montessori, Zinnia Montessori, Walnut Square School, Moody School, Bradford Elementary School, Pentucket Lake School, Silver Hill School, Tilton School, and additional public locations throughout the Greater Haverhill community.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

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

<p>(a) CHART data</p> <p>School percentage: 18.9%</p> <p>CI percentage: 40.8%</p> <p>The school is <u>below</u> CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed • Target marketing materials to less affluent neighborhoods by posting flyers in multiple languages in public areas near them. • Provide flyers in multiple languages to community service agencies (Community Action, Education Services, Salvation Army, and Emmaus House) • Continue to supply information in multiple languages to low income housing projects • Publicize that HVM offers a breakfast program.
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	<ul style="list-style-type: none"> • Publicize that HVM has snacks available for any student. • Publicize HVM’s on-site before-school care and on-site after-school care program. • Market to community preschools and Head Start programs. • Flyers handed out to over 55 local organizations <p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Post flyers in multiple languages at the Haverhill Boys and Girls Club, the Haverhill YMCA, and Haverhill community athletic programs that tend to service lower income families and their children. • Make contact with community resources used by low income families, including SNAP and WIC/food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers in multiple languages and information regarding Montessori education information sessions, enrollment information sessions, etc. Provide childcare at school-based information sessions. • Provide refreshments and child care at one or more on-site information sessions. • Identify community programs similar to the Haverhill Boys and Girls Club, Haverhill YMCA, and Haverhill community athletic programs. Using the school’s new full-time Director of Development, Grant Writing and Community Outreach, establish relationships with these organizations and make information available to organization leaders and post flyers. • Proactively provide promotional materials in multiple languages and Montessori information session and enrollment announcements made at local Head Start site[s].
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Flyers to local schools announcing HVM’s enrollment information sessions and lottery application process. • Have regular representation at the Haverhill Parent District Council Meetings.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Continue to provide Haverhill Public School guidance department with flyers announcing HVM’s enrollment information sessions and lottery application process.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Not Applicable

<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2020-2021 Strategies</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"> • Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Team Coordinating Agency, Northeast Behavioral Health, New England Rehab and outside therapists.
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Retention Plan 2020-2021

Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

Hill View Montessori has enjoyed a very positive retention program with attrition primarily related to relocation of our families. During the summer of 2019, HVM had seven families move out of state and one family move to another district. Aside from those withdrawals, HVM experienced the withdrawal from the school of only one student during the entire 2019-2020 school year. (The withdrawal was a Kindergarten student in September 2019, two weeks into the new school year.) Students joyfully hop out of cars and off the buses every morning with smiles and eagerness to get to their classrooms. Parents report that students complain when the school is closed for snow days. Parents send their children to HVM for a public Montessori education. A typical comment expressed by HVM parents during the COVID-19 closure: *“My child misses [their] teacher so much and wants to know when [they] can start school again!”*

We will continue to use the strategies that have shown to be successful during the 2018-2019 and 2019-2020 school years along with some tweaks and adjustments to improve our successful delivery of a public Montessori education for the 2020-2021 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, 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 three full-time Special Education Co-Coordinators/Teachers continued the Special Education service delivery – both before COVID-19 and after the COVID-19 closure -- and Special Education compliance oversight and held weekly department meetings with the Executive Director to address the needs of this population.
- The school’s Executive Director facilitated two dynamic and engaging Montessori education informational meetings for prospective parents.
- 83% 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, and graduate-level Social Work Intern worked with families to provide additional services through local agencies as needed for a variety of circumstances, (lack of food, emotional issues, social issues, and 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 Guidance Counselor on staff to work with teachers and students on classroom management strategies utilizing the Montessori Grace and Courtesy curriculum.
- The National Center for Montessori in the Public Sector provided a year-long consultation for HVM’s Middle School Team as the school worked towards transitioning its 7th and 8th grade program to a Project-Based

Learning Model.

- Professional Development addressed the Montessori lessons enhancing the continuity of instruction across the four levels (K, Lower Elementary, Upper Elementary and Middle School). A special focus was on Trauma-Informed Practices in the Classroom, improved skills in the area of Reading Assessment administration and benchmarking, and competency and confidence in teaching Mathematics. The Middle School continued to use an Advisory/Community Meeting curriculum for the 2019-2020 school year.
- HVM continued the Before School programs, providing breakfast and snacks for any student.
- HVM’s Fitness Teacher and School Social Worker continued facilitating two student leadership groups within Upper Elementary and Middle School.
- Early morning fitness groups for Lower Elementary students were continued to help them settle in to their work period with clear minds and relaxed bodies.
- HVM hired a full-time Montessori Pedagogical Director for the 2019-2020 school year; the MPD position was dedicated strictly to supporting lead teachers, classroom assistants, Title I teachers, and subject specialists in the facilitation of the Montessori pedagogy and the delivery of the Montessori curriculum.
- HVM hired a full-time Director of Development, Grant Writing, and Community Outreach hired for 2019-2020 school year to enhance school identity, school’s presence in the community, and school’s outreach to underserved areas of the Haverhill community.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	97%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage:2.2%</p> <p>Third Quartile: 16.7%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p align="center">(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to strengthen the Special Education program through ongoing professional development in both Montessori pedagogical strategies and best practice for student-identified needs. • Improve early intervention/early identification process through Student Success Team process. • Collect exit data from departing families. • Collect data from parent survey and share with Special Education Department. • Communicate parent meetings through personal invitations. • Integrate software use into programs on newly purchased iPads and/or Chromebooks.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	

Limited English-proficient students

<p>(a) CHART data</p> <p>School percentage: 6.5%</p> <p>Third Quartile: 41.3%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Provide students with ELL certified teachers (22 teachers/staff members are Sheltered English Immersion certified). • Provide interpreters at Parent-Teacher conferences. • Translate parent information documents and provide Google translate links on all documents. • Host one multi-cultural event each year. • Offer summer session where applicable.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2019-2020 school year. No retention strategies needed.</p>

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

<p>(a) CHART data</p> <p>School percentage: 6.4%</p> <p>Third Quartile: 21.6%</p> <p>The school is <u>below</u> third quartile percentages.</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Support families with identified needs utilizing our School Social Worker, Social Work Intern (master’s level), Guidance Counselor, Dean of Students, Student Success Team, and Community Services. • Negotiate with Food Service company to offer appealing lunches and breakfasts • Unused fruit and a wide variety of snacks are available to any student during the day. • Continue to provide breakfast program.
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Provide a summer session for children in need of sustaining activities. • Continually assess/benchmark reading and math proficiency. • Improve early intervention identification process through proactive Student Success Team process. • Monitor Title 1 Reading and Math services throughout the year.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • Provide support from Dean of Students, School Social Worker, Social Work Intern (master’s level), Guidance Counselor, Student Success Team, and outside counselors to student and parents.

	<ul style="list-style-type: none">• HVM does not have drop outs.
<u>Students who have dropped out of school</u>	<p style="text-align: right;">(f) 2019-2020 Strategies</p> <ul style="list-style-type: none">• Not Applicable

APPENDIX C - SCHOOL AND STUDENT DATA

Hill View Montessori Charter Public School district profile link:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04550050&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	18	5.9%
Asian	1	.3%
Hispanic	77	25.1%
Native American	0	0.0%
White	202	66.1%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	8	2.6%
Special education	44	14.3%
Limited English proficient	24	7.8%
Economically Disadvantaged	58	18.9%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Phil Arnold, Executive Director	Executive Director	07/2018	
Cheryl McMahon, Montessori Pedagogical Director	Educational Program Director	07/2019	
Jason Smith, Dean of Students	Dean of Students	01/2019	
Jorge Gonzalez, Facilities Director	Facilities Director	07/2019	
Niamh Dolan, Special Education Director	Special Education Director	07/2019	

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	27	1	0	1 terminated
Other Staff	28	0	4	4 non-renewals of employment contract

BOARD MEMBERS FOR THE 2019-2020 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Stephanie Tanguay	Chair	Executive Committee	2	Elected June 2015; Term ends June 2021
Ryan Turner	Vice-Chair	Executive Committee	1	Elected February 2019; Term ends June 2022
Sandi Keys	Secretary	Accountability Committee	1	Elected June 2017; Term ends June 2020 (Note: Ms. Keys opted to remain on Board until June 2021)
Jonnie Lyn Evans	Trustee		1	Elected October 2018; Term ends June 2021
Zyon Bessette	Trustee		1	Elected October 2019; Term ends June 2022
Lisa Phillips	Treasurer	Finance Committee	2	Elected March 2014; Term ended June 2020
Nicholas Hirth	Trustee	Finance Committee	2	Elected June 2014; Term ended June 2020
Stewart Lytle	Trustee	Development Committee	2	Elected July 2015; Term ends June 2021 – RESIGNED, March 2020
Mike Petersen	Trustee	Accountability Committee	1	Elected November 2018; Term ends June 2021 – RESIGNED, JUNE 2020
Phil Arnold	Ex-Officio	All	1	Serving since July 2018

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	No Change/New/Open Position
Board of Trustees Chairperson	Stephanie Tanguay	No Change
Charter School Leader	Phil Arnold	No Change
Montessori Pedagogical Director	Cheryl McMahon	New Educational Program Director
Dean of Students	Jason Smith	No Change
Special Education Director	Niamh Dolan	New Special Education Director
MCAS Test Coordinator	Phil Arnold	No Change
SIMS Coordinator/Contact	Tai Polanco	New Data Input Specialist
English Language Learner Director	Phil Arnold	No Change
School Business Official	Central Source	No Change
IT Coordinator	HIQ	Outsourced to IT company (HIQ)

Facilities

Location	Dates of Occupancy
75 Foundation Avenue Haverhill, Massachusetts 01835	2010 - Present

Enrollment

Action	2020-2021 School Year Date(s)
Student Application Deadline	January 25, 2021
Lottery	February 4, 2021

Complaints

There were zero formal complaints submitted to or received by the Charter School during the 2019-2020 school year.

APPENDIX E – BOARD OF TRUSTEES MEETING SCHEDULE FOR 2020-2021

- **Thursday, August 20, 2020, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, September 17, 2020, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, October 15, 2020, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, November 19, 2020, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, December 17, 2020, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, January 21, 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, February 11, 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, March 18 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, April 15, 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, May 20, 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)
- **Thursday, June 17, 2021, at 6:30 p.m.** Meeting to be held in the conference room at the school location (75 Foundation Avenue, Haverhill, MA 01835)

BOARD OF TRUSTEES COMMITTEE MEETING SCHEDULE FOR 2020-2021

Name of Committee	Date/Time	Location
Committee on Trustees	2 nd Thursday of each month at 10:00 am	Zoom Meetings
Accountability	2 nd Wednesday of each month at 4:00 pm	Zoom Meetings
Development	2 nd Tuesday of each month at 4:30 pm	Zoom Meetings
Finance	3 rd Monday of each month at 6:00 pm	GoToMeetings

ATTACHMENTS

Attachment Item 1: Unaudited DRAFT Income Statement for FY20 July 2019 - June 2020

Ordinary Income/Expense

Income		
4401 · Component Unit Contributions		75,005.53
4400 · Individual Contributions		1,205.00
4000 · State Sources		
4010 · Tuition		3,624,170.00
Total 4000 · State Sources		3,624,170.00
4200 · Federal Sources		
4021 · EEC 262		2,544.00
4022 · SPED Idea 240		70,601.88
4023 · TITLE Grants		
4024 · TITLE I 305		31,503.00
4025 · TITLE IIA 140		5,744.00
4040 · Title IV A		10,000.00
Total 4023 · TITLE Grants		47,247.00
Total 4200 · Federal Sources		120,392.88
4700 · Student Services Income		
4701 · School Lunch - Fed & State		
4701 Fe · Student Lunch- Federal		24,435.52
4701 MA · Student Lunch- State		389.96
Total 4701 · School Lunch - Fed & State		24,825.48
4702 · Student Lunch Payments		6,778.11
Total 4700 · Student Services Income		31,603.59
4800 · Other Sources		
4804 · Fundraiser Income		2,480.41
Total 4800 · Other Sources		2,480.41
4900 · Gifts In Kind		
4900.2 · Transportation In Kind		106,406.00
4900.1 · MTRS In-Kind		717,167.00
4900 · Gifts In Kind - Other		9,000.00
Total 4900 · Gifts In Kind		832,573.00
Total Income		4,687,430.41
Gross Profit		4,687,430.41
Expense		
6 · Occupancy		
5450 · Insurance		
5452 · Insurance Expense - #530		20,276.80
5454 · Liability Insurance - #530		21,162.60

Total 5450 · Insurance	41,439.40
5350 · Facilities	
5353 · Repairs & maintenance - #410	33,945.98
5354 · Utilities - #420	
5354.1 · Electricity	43,616.50
5354.2 · Gas	11,048.41
5354.3 · Water	3,496.41
5801 · Computer Internet/Phone	<u>6,568.29</u>
Total 5354 · Utilities - #420	64,729.61
5355 · Building supplies - #410	5,912.80
5356 · Outside Cleaning Services- #410	
5356.1 · Rental/Lease of Equipment- #550	<u>0.00</u>
Total 5356 · Outside Cleaning Services- #410	0.00
5357.1 · Contracted Facility Services	8,640.94
5358 · Capital Lease-Bld Rent Interest	102,060.00
5359 · Permits/Fees	
5359.1 · Inspections/Build Permits- #410	1,295.00
5359 · Permits/Fees - Other	<u>430.00</u>
Total 5359 · Permits/Fees	1,725.00
5360 · Security Services	<u>449.06</u>
Total 5350 · Facilities	<u>217,463.39</u>
Total 6 · Occupancy	258,902.79
5 · Other Student Activities	
5850.6 · Health/Ath/Food/StuServTrav#300	6,020.13
5750 · Student Services Expenses	
5751 · Lunch & Breakfast Expense #335	1,069.21
5754 · Field Trips- School Events(net)	
5754.1 · Field Trip Busses	2,555.00
5754 · Field Trips- School Events(net) - Other	<u>3,221.54</u>
Total 5754 · Field Trips- School Events(net)	5,776.54
5756 · Fundraiser Event	2,301.27
5757 · Student Transportation	<u>106,406.00</u>
Total 5750 · Student Services Expenses	115,553.02
5760 · Extra Curricular Expenses	
5760.3 · Cross Country Expenses (net)	514.00
5760.4 · Ski Club Expenses (net)	0.00
5760.6 · Track Expenses	<u>-505.00</u>
Total 5760 · Extra Curricular Expenses	<u>9.00</u>
Total 5 · Other Student Activities	121,582.15
4 · Instructional	
5650 · Prof. Development -#241	
5662 · PD Seacoast Training	30,550.00
5850.2 · PD Inst. Travel #244	8,415.51
5558 · PD Supplies and Materials #243	5,024.04
5652 · PD Consultant Trainers - #242	16,325.00
5653 · PD SPED - #241.2	3,000.00
5654 · PD Specialist - #241.1	1,600.00

5655 · PD Non-Instructional - #241.3	494.40
5656 · PD Instructional - GE #241.1	46,178.39
5657 · PD Montessori Training	7,825.00
5661 · PD Inst Guidance, Psych & Test	<u>1,626.94</u>
Total 5650 · Prof. Development -#241	121,039.28
5550 · Materials & Supplies	
5553 · M&S Instruc classroom-Teachers	
5553.1 · M&S Instr-Laminator/Copy Paper	2,949.75
5553 · M&S Instruc classroom-Teachers - Other	<u>11,846.26</u>
Total 5553 · M&S Instruc classroom-Teachers	14,796.01
5554 · M&S Educational Materials	
5554.03 · Curriculum	9,778.34
5554.04 · Montessori Materials	30,448.46
5554.06 · Project Groups	<u>1,437.47</u>
Total 5554 · M&S Educational Materials	41,664.27
5555 · M&S SPED	8,291.59
5556 · M&S Specialists	
5556.2 · M&S Fitness #320	1,425.24
5556.4 · M&S Art	2,293.77
5556.5 · M&S Music	<u>16,622.08</u>
Total 5556 · M&S Specialists	20,341.09
5557 · M&S Non-Instructional	<u>3,845.60</u>
Total 5550 · Materials & Supplies	88,938.56
5800 · Technology & Telecommunications	
5803 · Computer Maintenance & Supplies	
5803.2 · Computer M&S-Instructional #264	3,538.67
5803.3 · Computer M&S- Non-Instruct #163	4,275.00
5803 · Computer Maintenance & Supplies - Other	<u>94.50</u>
Total 5803 · Computer Maintenance & Supplies	7,908.17
5805 · Computer Software Instruc #268	
5805.1 · Instructional Software Expense	13,350.00
5805.31 · SPED Software	
5805.10 · SPED Inst. Software	<u>1,866.50</u>
Total 5805.31 · SPED Software	<u>1,866.50</u>
Total 5805 · Computer Software Instruc #268	15,216.50
5807 · Computer Hardware Expenses	
5807.2 · Non-Instructional Hardware #163	<u>283.69</u>
Total 5807 · Computer Hardware Expenses	<u>283.69</u>
Total 5800 · Technology & Telecommunications	23,408.36
5300 · Equipment & Furniture	
5302 · Non-Instructional Furniture	76.66
5303 · Copier Lease - #263	6,784.23
5305 · Instructional Furniture	<u>25,824.65</u>
Total 5300 · Equipment & Furniture	32,685.54
5250 · School Outside Services	
5252 · Consult-Instructional	2,825.00

5253 · Consult-School Psychologist	41,888.75
5254 · Consult-Specialist	8,079.12
5256 · Consult-Lunch Services - #335	40,265.76
5257 · Consult-OT - #234	23,041.91
5258 · Consult-PT - #234	12,371.87
5261 · Consult-ST	<u>2,059.80</u>
Total 5250 · School Outside Services	<u>130,532.21</u>
Total 4 · Instructional	396,603.95
3 · Admin	
5359.2 · Fingerprinting/Cori's	1,381.40
5850 · Travel/Meals Misc	6,978.42
5400 · Fees/Memberships/Dues	
5400.2 · Recruiting/Advertising #183	2,003.23
5400 · Fees/Memberships/Dues - Other	<u>17,822.42</u>
Total 5400 · Fees/Memberships/Dues	19,825.65
5600 · Office Supplies Expenses - #185	10,350.52
5700 · Business Outside Services	
5251 · Consult-Administrative	86,110.00
5270 · Consult-IT	32,430.00
5262 · Consult-Medicaid #182	24.51
5702 · Audit	20,017.00
5704 · Payroll Service Fees - #142	
5704.1 · Payroll Processing Fees #142	37,920.63
5704.2 · Human Resources #142	<u>15,433.90</u>
Total 5704 · Payroll Service Fees - #142	53,354.53
5705 · Administrative	10,992.00
5706 · 403B Administrative Fee	600.00
5808 · Contract Application Design #162	<u>4,980.00</u>
Total 5700 · Business Outside Services	208,508.04
5804.4 · Computer Software Admin #163	<u>5,171.44</u>
Total 3 · Admin	252,215.47
1 · Personnel Costs	
5453 · Workers Comp. Insurance - #520	12,380.00
6900 · Payroll Tax - #510	
6906 · FMLA Insurance	4.78
6901 · Medicare - #510	36,277.64
6902 · OASDI - #510	49,886.43
6903 · MA Unemployment - #520	24,003.71
6905 · EMAC Supplement	<u>5,701.28</u>
Total 6900 · Payroll Tax - #510	115,873.84
6000 · Salaries & Wages	
6410 · Facilities & Maintenance	55,549.83
6121.3 · Admin - School Leaders	108,255.00
6171.3 · Admin - Development	62,362.66
6181.3 · Admin - Other Admin	152,169.85
6221.1 · Inst - Teachers - GE	1,027,235.43
6222.1 · Inst - Teach - Spec - GE	185,120.00

	6222.2 · Inst - Teach - Spec-SPED	221,759.89
	6231 · Substitutes	
	6231.1 · Substitutes-General Education	186,517.57
	6231.3 · Substitutes - Pupil Services	<u>3,640.00</u>
	Total 6231 · Substitutes	190,157.57
	6232.1 · Inst - Asst - GE	353,639.12
	6232.2 · Inst - Asst - SPED	61,976.65
	6251.1 · Inst - Guidance, Psych, Testing	194,725.00
	6310.3 · Pupil Services	89,928.27
	6000 · Salaries & Wages - Other	<u>15,919.00</u>
	Total 6000 · Salaries & Wages	2,718,798.27
	5100 · Employee Benefits - #520	
	5107 · Life, STD, LTD and AD&D	13,110.87
	5106 · MTRS	1,598.27
	5101 · Health insurance (net)	134,649.90
	5102 · Dental insurance (net)	11,433.68
	5104 · Employee Insurance (net-Aflac)	-1,065.21
	5105 · Med FSA (net)	4,627.53
	5100 · Employee Benefits - #520 - Other	<u>722,142.45</u>
	Total 5100 · Employee Benefits - #520	<u>886,497.49</u>
	Total 1 · Personnel Costs	<u>3,733,549.60</u>
	Total Expense	<u>4,762,853.96</u>
Net Ordinary Income		-75,423.55
Other Income/Expense		
	Other Income	
	7010 · Interest Income	<u>12,709.44</u>
	Total Other Income	12,709.44
	Other Expense	
	7015 · Loss on Asset Disposal	1,368.00
	8000 · Depreciation	
	8001 · Depreciation - Buildings - #750	130,524.00
	8002 · Depreciation-Capital Equip-#750	<u>29,519.62</u>
	Total 8000 · Depreciation	<u>160,043.62</u>
	Total Other Expense	<u>161,411.62</u>
Net Other Income		-148,702.18
Net Income		<u><u>-224,125.73</u></u>

Attachment Item 2: Unaudited DRAFT Balance Sheet for FY20

As of June 30, 2020

ASSETS

Current Assets

Checking/Savings

1010 · Pentucket Checking 3361	341,541.45
1020 · Pentucket Savings 3536	32,084.72
1022 · Pentucket Capital Reserve 2015	9,658.11
1031 · Playground Reserve Fund 9259	38,780.82
1035 · Pentucket Beautification 8804	18.75
1036 · Pentucket Meal Payments 7126	3.22
1045 · Pentucket Money Market 9346	4,290.35
1047 · Pentucket CD 3599	516,161.84
1040 · Petty Cash	385.00

Total Checking/Savings 942,924.26

Accounts Receivable

1201 · Grants Receivable	8,152.00
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Total Accounts Receivable 8,152.00

Other Current Assets

1350 · Prepaid Expenses	
1351 · Prepaid Insurance	5,757.00
1352 · Prepaid Rent	15,144.61
1350 · Prepaid Expenses - Other	32,175.37
Total 1350 · Prepaid Expenses	53,076.98

Total Other Current Assets 53,076.98

Total Current Assets 1,004,153.24

Fixed Assets

1610 · Leasehold Improvements-Net

1611 · Leasehold Improvements-Cost	72,353.41
1615 · Accum. Depr.-Leasehold Improve	-26,868.88

Total 1610 · Leasehold Improvements-Net 45,484.53

1620 · Computer Equipment-Net

1621 · Computer Equipment-Cost	90,982.41
1625 · Accum. Depr.-Computer Equip	-87,193.98

Total 1620 · Computer Equipment-Net 3,788.43

1630 · Equipment-Net

1630.0 · Equipment-Mechanical	15,206.65
1631 · Equipment-Instructional	25,957.75
1632 · Equipment-Administrative	19,180.00
1633 · Mechanical Equipment	-13,685.76
1635 · Accum. Depr.-Equipment	-45,137.75

Total 1630 · Equipment-Net 1,520.89

1640 · Classroom Furniture-Net

1641 · Classroom Furniture-Cost	97,783.00
1645 · Accum. Depr.-Classroom Furniture	-94,716.36

Total 1640 · Classroom Furniture-Net 3,066.64

1650 · Office Furniture-Net

1651 · Office Furniture-Cost	23,560.00
1652 · Accum. Depr.-Office Furniture	-23,560.00

Total 1650 · Office Furniture-Net 0.00

1660 · Building- 75 Foundation Ave.

1661 · Building-75 Foundation Ave.Cost	78,831.00
1662 · Accum.Depr.- Building	-29,385.00

Total 1660 · Building- 75 Foundation Ave.	49,446.00
1670 · CapLease Building&Improvements	
1671 · Capital Lease-Building	3,786,775.00
1672 · Capital Lease-Improvements	50,045.00
1673 · Accum Depr-Cap Lease Building	-1,308,911.00
1674 · AccumDepre-CapLeaseImprovements	-15,012.00
Total 1670 · CapLease Building&Improvements	2,512,897.00
1680 · Playground-Net	
1681 · Playground - Cost	144,861.39
1682 · Accum.Depr.- Playground	-70,964.12
Total 1680 · Playground-Net	73,897.27
Total Fixed Assets	2,690,100.76
TOTAL ASSETS	3,694,254.00
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	17,839.51
Total Accounts Payable	17,839.51
Other Current Liabilities	
2700 · PTO pass through	7,429.65
2100 · Payroll Liabilities	
2106 · 403 (b) payable	2,775.20
2107 · Mass Teachers Retirement Fund	13,177.36
Total 2100 · Payroll Liabilities	15,952.56
2300 · Accrued Expenses	
2301 · Accrued Salaries and Wages	23,995.92
Total 2300 · Accrued Expenses	23,995.92
2400 · Deferred Revenue	4,916.00
Total Other Current Liabilities	52,294.13
Total Current Liabilities	70,133.64
Long Term Liabilities	
2021 · Capital Lease Payable-Principal	2,899,532.00
Total Long Term Liabilities	2,899,532.00
Total Liabilities	2,969,665.64
Equity	
3300 · Retained Earnings	948,714.09
Net Income	-224,125.73
Total Equity	724,588.36
TOTAL LIABILITIES & EQUITY	3,694,254.00

Attachment Item 3: School Budget for FY21 -Approved by Board of Trustees on June 23, 2020

		FY21 APPROVED Budget
	Enrollment	306
	PPT	11,862
Revenues		
	Tuition	3,629,772
	Entitlement Grants	144,367
	Other	65,000
	Individual Contributions	
	Foundation Contribution	50,000
	E-Rate Funding	25,000
	Total Revenues	3,914,139
Expenses		
	Personnel Costs	
	Personnel Salaries	2,747,298
	Fringe Benefits	195,136
	Work Comp	19,276
	Payroll Taxes	118,134
	Total 5000 - Personnel Costs	3,079,844
	Administrative Costs	
	Contr Serv - Business & Finance	50,000
	Contr Serv - Human Resources	41,000
	Contr Serv - Technology	31,800
	Contr Serv - Legal	1,000
	Contr Serv - Audit	16,500
	Supplies & Materials - IT	2,500
	Recruitment and Advertising	2,500
	Travel, Dues & Other Exp -Admin	9,000
	Supplies & Materials - Admin	4,500
	Total 5100 - Administrative Costs	158,800
	Instructional Services	
	Contr Serv - Other Teaching	85,594
	Contr Serv - Prof Development	25,000
	Contr Serv - Seacoast Training	55,000
	NCMPS Montessori EER Review	-
	Travel & Other Exp -Prof Develop	2,500
	Instructional Copier	6,665
	Instructional Furniture & Equip.	7,470

Instructional Furniture & Equip. *Montessori	-
Instructional Supplies	15,000
Instructional Supplies *Montessori Materials	15,000
Instructional Hardware	5,000
Instructional Software	7,500
Total 5200 · Instructional Services	224,729
Other Student Services	
Student activities	2,500
Field Trips	-
Nutrition Program	51,000
Total 5300 · Other Student Services	53,500
Facility & Other Fixed Costs	
Utilities	60,000
Networking & Communications	6,000
Security	1,000
Maint of Buildings &Permits	25,000
Maintenance Supplies	5,000
Capital Lease Interest & Rent	93,000
Insurance (non-employee)	38,987
Total 5400 · Facility & Other Fixed Costs	228,987
9999 · Contingency	
Total Expenses	3,745,860
<i>Change in Net Position Without Depreciation</i>	168,279
Depreciation	168,057
Change in Net Position With Depreciation	222