



Annual Report
2020-2021 School Year

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INTRODUCTION TO THE SCHOOL

| <i>Hill View Montessori Charter Public School</i> | | | |
|--|--|---|--------------------------|
| 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 6/18/2021 | 306 |
| Chartered Grade Span | K-8 | Current Grade Span | K-8 |
| # of Instructional Days per school year (per charter) | 180 | Current Waitlist as of 6/18/2021 | 229 |
| Final Number of Instructional Days during 2020-2021 School Year | 49 in-person days 121 remote learning | | |
| School Hours | 8:40 am – 3:40 pm | Age of School as of 2020-2021 School Year | 17 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 2020-2021 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. During the 2020-2021 school year, HVM also had two masters-level Social Work Intern. Services provided include various social skills/support groups, limited individual counseling, and proactive coordination with relevant agencies within the local community. In addition, HVM's 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 and teachers.

During the 2020-2021 school year, HVM employed a full-time Health and Wellness Teacher. The Health and Wellness Teacher worked solely with the Middle School students. HVM's Health and Wellness class was considered a core subject in the Middle School, with students attending Health and Wellness class two times per week, similar to their ELA, Science, Math, and Humanities courses. 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.

Core Value 3: School-Strengthening Collaboration

During the 2020-2021 school year, HVM created and implemented a Family Outreach and Student Support team (aka "the FOSS Team"). The FOSS team consisted of the Executive Director (a former Social Worker), the Dean of Students, the Executive Administrative Assistant, two bi-lingual administrative assistants, the EL teacher, the School Nurse, School Social Worker and Guidance Counselor, and the Montessori Pedagogical Director. The FOSS team was a highly proactive team that triaged referrals from classroom teachers and provided a wide variety of personalized supports (academic, social-emotional, community-based), specialized interventions, and unique accommodations primarily during the period of Remote Learning (September 2020 – April 2021). Teachers and HVM staff were encouraged to contact the FOSS team any time there was the smallest or simplest concern regarding (but not limited to):

- student or family engagement with Remote Learning
- whenever a student displayed inconsistent attendance
- if there was difficulty with communicating with a parent or caregiver or a parent or caregiver lacked communication resources
- whenever there was an issue with technology in the student's household
- if there were signs of emotional or psychological distress being displayed by a student or a caregiver
- if there were signs of physical distress being displayed by a student or caregiver
- if a student's submission of Remote Learning assignments became inconsistent or non-existent
- if there appeared to be a language barrier impacting a student's or family's engagement with Remote Learning

Additionally, parental and community involvement continued to be an important aspect of HVM. Due to the generous support of volunteers, HVM continues to be able to stretch its limited resources and serve its students beyond what would be possible otherwise. Even during the period of time between September and April, when HVM was primarily only providing Remote Learning to its students, parent volunteers were actively serving on committees (via Zoom, mostly), doing projects to provide educational resource materials for students to use at home, making classroom materials for Remote Learning activities, and providing meals to teachers during parent-teacher conferences. After the school reopened for In-Person Learning in April, parent volunteers met to review the school grounds to determine landscaping, property-maintenance, and grounds-beautification needs.

HVM's PTO continued to offer "dine out for a cause" activities at local restaurants, allowing families to support the school by patronizing local restaurants and purchasing meals. Parents, faculty and staff supported the HVM Foundation development activities via "effortless fundraisers" (e.g., Amazon Smile) and an HVM tumbler fundraiser.

Core Value 4: High Quality Staff

In 2020-2021, 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 continued the second phase of their Montessori teacher education program during the 2020-2021 school year and into summer 2021. 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 during summer 2019 and continued through the 2019-2020 and 2020-2021 school years. Additional training is continuing during summer 2021, through the 2021-2022 school year, and through next summer (2022). (HVM previously 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. Staff members continuing with training 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 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.

AMENDMENTS TO THE CHARTER

There were no amendments to the charter during the 2020-2021 school year.

ACCESS AND EQUITY

For the 2019-2020 school year, 12 incidents resulted in actionable discipline. Of the 12 incidents, 0% involved students of color or students with disabilities.

The 2019-2020 Student Discipline Profile may be viewed at: [HVM 2019-2020 Student Discipline Profile](#)

| 2019-2020 Student Discipline | | | | | |
|---|---------------------------------|-----------------------------|-------------------------------------|---|----------------------------------|
| Student Group | Total Number of Students | Students Disciplined | Percent In-School Suspension | Percent Out-of-School Suspension | Percent Emergency Removal |
| All Students | 317 | 12 | 0 | 3.8 | 0 |
| EL | 26 | 0 | 0 | 0 | 0 |
| Economically Disadvantaged | 79 | 2 | 0 | 0 | 0 |
| Students with Disabilities | 67 | 5 | 0 | 0 | 0 |
| High Needs | 148 | 6 | 0 | 4.1 | 0 |
| Female | 167 | 2 | 0 | 0 | 0 |
| Male | 150 | 10 | 0 | 6.7 | 0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 1 | 0 | 0 | 0 | 0 |
| African American/Black | 18 | 2 | 0 | 0 | 0 |
| Hispanic/Latino | 81 | 2 | 0 | 0 | 0 |

| | | | | | |
|--|-----|---|---|-----|---|
| Multi-race, Non-Hispanic/Latino | 10 | 0 | 0 | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| White | 207 | 8 | 0 | 3.9 | 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 Zoom 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 via Zoom and email communications | Enhanced Remote Learning 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 | N/A | River Valley Charter School, Mill Falls Charter School (NH), Cornerstone Montessori (NH) | Collaboration between other public Montessori staff was prohibited due to COVID-19 |
| 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 | Other charter school leaders via bi-weekly and monthly Zoom meetings | Networking with MCPSA colleagues on best practices in Charter School leadership and school administration, particularly regarding navigating a charter school during COVID-19 |

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

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

[HVM 2020 School Report Card](#)

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.

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 individually (i.e., one-on-one).

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 provided by HVM’s Title I Math Specialists continued this year, both during Remote Learning and then after the return to In-Person Learning. 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 five Middle School subject teachers (ELA, Science, Math, Health and Wellness, 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 the Fountas & Pinnell Benchmark Assessment System (BAS) and the LinkIt Math Benchmark Assessments. Since the 2020 statewide assessments (MCAS ELA & Math, MCAS Science) were canceled in Spring 2020 due to COVID-19, HVM was unable to monitor the growth of all students using the annual standardized testing. HVM classroom teachers and support teachers continued to employ strategies focusing on developing reading comprehension, writing skills, and vocabulary building. HVM teachers utilized fall and winter BAS data to formulate reading groups and to provide individualized and group instruction in reading comprehension.

HVM continues to provide 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 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](#)).

During the 2020-2021 school year, professional development for teachers and staff included:

- The Learning and understanding of Mathematics competently and confidently
- Recognizing students experiencing, expressing, or displaying trauma
- 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'
- The Neuroscience of Reading
- Unlocking the Mysteries of the Learning Brain
- Wilson Reading 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

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, three Special Education Teachers and the Special Education Director, Speech and Language Therapist, School

Psychologist, EL Teacher/Program Director, School Social Worker, Social Work Interns, Guidance Counselor, both of HVM's Title I Math Specialists, and both of HVM's Title I Reading Specialists. During the 2020-2021 school year, the SST Team convened immediately whenever an SST referral was submitted to review classroom evidence, gather assessment data, and discuss possible interventions to be implemented in support of the referred student. Classroom teachers made modifications to their instructional delivery and/or 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. 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 literacy skills, vocabulary skills, comprehension, and problem-solving strategies. During the 2020-2021 school year, 19 students were referred to the SST process.

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 58 students on IEPs. HVM supports approximately 11 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 utilized a full-time Speech and Language Pathologist via an outside agency. HVM contracts for 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 18 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 70 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.

With the return to in-person learning for the 2021-2022 school year, a point of emphasis at HVM will be to identify "unfinished learning" in our students, with a focus on providing accelerated a just-in-time "scaffolding" approach to personalize instruction and help students master specific academic tasks, skills, and/or concepts. The Charter School will be conducting its Reading and Math 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 -- will serve to determine which students will need a little extra help and which ones will need to be challenged. Understanding that a Lower Elementary third grader is working at a second grade level, for instance, will allow 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 can gain grade-level mastery. With Montessori's emphasis on personalized instruction and student's driving their own learning, HVM's teaching faculty can augment their capacity through just-in-time scaffolding and give our students agency over their learning.

The Montessori pedagogical philosophy emphasizes meeting children where they are, so our accelerated learning process will not involve squeezing intensive learning into a few days or even a few weeks. Rather, HVM students will continue to be supported and guided towards mastering academic skills and concepts every day over a reasonable span of time. Even with accelerated learning, 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 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 global and personal trauma of the COVID-19 pandemic has made it all the more urgent for HVM to support its students' social-emotional learning experience a priority during the 2021-2022 school year. Crucial to supporting accelerated learning in our students, a significant point of emphasis will be placed on providing consistent social and emotional support in and out of our classrooms.

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 2020-2021 school year, HVM also had a full-time Health and Wellness Teacher and two masters-level Social Work Interns. The Nurse, Social Worker, and Guidance Counselor partner with the administrative team and Special Education team to assess students' 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.

During Remote Learning and then upon return to In-Person Learning in April 2021, HVM's master's level Social Work Interns worked with students with social-emotional goals and social skills building goals in their Special Education IEPs or 504 plans. They also facilitated small group socialization groups for students in grades 1-8 as well as one-on-one emotional support/coping skills sessions. The Social Work Interns also participated in making referrals for acute psychiatric crisis interventions, wrap-around services, and outpatient counseling services. HVM's Interns were also active participants in HVM's Student Success Team meetings.

In a typical school year, prior to entry to school, each new family meets with the school nurse for a comprehensive developmental and health screening. An assessment of health needs is also completed. 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. Students entering Kindergarten at HVM are also given a developmental screening to identify concerns or highlight a potential need for further evaluation.

Due to COVID-19, the School Nurse was unable to perform the annual health assessment which include vision, hearing, height, weight, and posture screenings.

A Health and Wellness class was provided to all 7th and 8th graders by HVM's new Health and Wellness Teacher. The students met with the Health and Wellness Teacher for Health and Wellness class twice a week. 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.

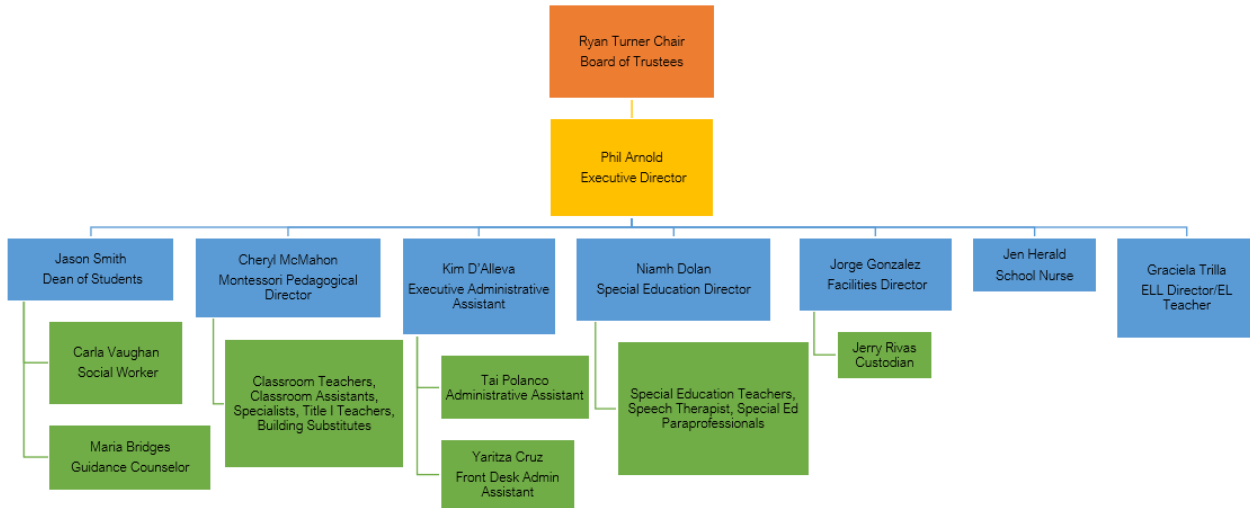
Students are serviced through IEPs and 504 Accommodation Plans. In addition to nursing and social/emotional services, students may receive Occupational, Physical, and Speech and Language Therapy services.

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

Upon HVM's return to In-Person Learning in April 2021, the Fitness Teacher provided a "Morning Movement" program for students in Lower Elementary classrooms consisting of physical activities that enhance readiness and focus for learning. Adaptive phys ed is also provided per IEPs, 504s and teacher recommendations.

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL



BUDGET AND FINANCE

Unaudited FY21 statement of revenues, expenses, and changes in net assets (profit & loss statement)

- Please see Profit & Loss Statement in the Attachments section of this report.

Statement of net assets for FY21 (balance sheet)

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

Approved School Budget for FY22

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

Capital Plan for FY22

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 FY22 Budget for specifics on the capital reserve balance and projected expenses.

Currently, the FY22 budget does not include any significant expenditures dedicated to capital plan upgrades or improvements. Any proposed capital expenditures for FY22 will be reviewed and approved by the Board of Trustees and/or allocated for in FY22 or FY23 or other future budgets.

APPENDIX A – ACCOUNTABILITY PLAN PERFORMANCE

| | 2020-2021 Performance | Evidence |
|---|--------------------------|--|
| Objective (for KDE 1): HVM will provide a Montessori learning environment that reflects best practices for public Montessori education. | | |
| <p>Measure: 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 & 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> | Not Met | <p>The NCMPS organization was not able to conduct their EER audit due to COVID-19 and the school’s closure for much of the year. The EER audit is scheduled for April 2022.</p> |
| Objective (for KDE 2): Learning experiences at HVM will ensure that all students meet rigorous academic, personal, and social achievement objectives. | | |
| <p>Measure: 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 experience combined with personal and social achievement.</p> | Met | <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: 3.12 Students with High Needs averaged: 3.03 EL students averaged: 3.51</p> |

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. | | |
|---|----------------|--|
| <p>Measure 3A: 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</p> | Met | During the 2020-2021 school year, 11 staff members were enrolled in an accredited Montessori teacher certification program. |
| <p>Measure 3B: During the charter term, HVM will see an increase of at least 10 staff members, overall, earn their Montessori teacher certification.</p> | Not Met | This measure will not be met until the end of the charter term. However, during the 2020-2021 school year, one staff member earned their Montessori teacher EL I certification |

| Objective 4 (for dissemination requirements): HVM will disseminate information regarding public school Montessori methods. | | |
|--|----------------|---|
| <p>Measure 4A: By the end of year 3 of the charter term, HVM will share its newly re-designed project-based/place-based Middle School (7th and 8th grades) program with other local public schools in MA via a presentation at a conference or workshop</p> | Not Met | <p>Data to be reported: Not able to complete due to Covid-19</p> |
| <p>Measure 4B: 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.</p> | Not Met | Not able to complete due to Covid-19 |
| <p>Measure 4C: 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.</p> | Not Met | This will not be complete until our National Center of Montessori in the Public Sector (NCMPS) EER visit (April 2022) |

APPENDIX B – RECRUITMENT AND RETENTION PLAN

Recruitment Plan 2021-2022

School Name: Hill View Montessori Charter Public School

2020-2021 Implementation Summary:

- 1) In spite of the pandemic, HVM was able to complete, in some form or another, the components of the school's current recruitment plan. We again had nearly three times the applicants as available Kindergarten openings for the upcoming school year (98 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. Informational meetings were publicized and delivered via Zoom prior to the January 2021 enrollment application due date and February 2021 lottery. An HVM employee that spoke fluent Spanish participated the events. 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 enrollment applications. Informative videos that provide clear and engaging information about Montessori education are 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 2020-2021 percentages are slightly different from the 2019-2020 percentages: High needs - 50.5 %, African American/Black - 5.0%, Hispanic - 27.4% and White - 63.4%.

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

General Recruitment Activities for 2021-2022:

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 pages, etc.
- Provide information directly to parents via weekly/bi-weekly classroom communications as well as through a more streamlined school-wide communication system
- 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>(a) CHART data</p> <p>School percentage: 19.1%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 15.6%</p> <p>The school is <u>above</u> CI percentage.</p> <p><i>*No GNT data available in CHART Enrollment Snapshot.</i></p> | <p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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 Montessori Pedagogical Director to provide information to kindergarten applicants with information regarding the school’s special education program. • Share HVM SEPAC meeting times and dates with Haverhill’s Parent District Council. • During Information Sessions, Special Education information presented to/provided to families and all school resources available to serve student needs described (annually.) • Typically, we deliver flyers to over 55 organizations (annually); however, due to COVID-19, delivery of flyers was extremely limited • Targeted specific local Early Intervention site and build ongoing relationships there (annually) • Improved, streamlined, and expedited SST process (<u>S</u>tudent <u>S</u>uccess <u>T</u>eam) process. <hr/> <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed:</p> <ul style="list-style-type: none"> • Student Success Team (i.e., Response to Intervention) includes EL program Director and Title I staff (annually) • At parent information sessions, representative from the school’s SEPAC (<u>S</u>pecial <u>E</u>ducation <u>P</u>arent <u>A</u>dvisory <u>C</u>ouncil) 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 • 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) • Reach out to Haverhill Department of Children and Families to encourage referrals of [potential] students with disabilities (annually). • The Special Education Department will participate in the Kindergarten Screening process to provide parents with programmatic information (annually) • 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) |
| Limited English-proficient students/English learners | |
| <p>(a) CHART data</p> <p>School percentage:</p> | <p style="text-align: center;">(b) 2020-2021 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 |

| | |
|---|---|
| <p>5.9% GNT percentage: 5.8% CI percentage: 6.6%</p> <p>The school is <u>above</u> GNT percentage and <u>below</u> CI percentage</p> | <p>Montessori education information sessions. Flyers are primarily distributed during the fall and winter.</p> <ul style="list-style-type: none"> • 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 recruitment information with local Spanish publications and other general information about the school prior to January enrollment application process and subsequent deadline • Share flyers with Hispanic churches, specifically the Trinity Episcopal Church, but also others that are identified • Have translation services available for all enrollment inquiries • Continue to translate all materials into Spanish including on social media • Due to COVID-19, hand delivered flyers were limited to YMCA, the three Market Basket locations, Head Start Program, Boys and Girls Club of Haverhill, Wisteria Montessori (preschool), Birch Tree Montessori (preschool), and additional public locations throughout the Greater Haverhill community where it was safe and/or reasonable to provide flyers <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input 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> |
|---|---|

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

| | |
|--|--|
| <p>(a) CHART data</p> <p>School percentage: 31.4% GNT percentage: 31.1% CI percentage: 45.9%</p> <p>The school is <u>above</u> GNT percentage and <u>below</u> CI percentage</p> | <p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • 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. • 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) 2021-2022 Additional Strategy(ies), if needed</p> <p><input 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 childcare 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 |
|--|--|

| | |
|---|---|
| | <p>relationships with these organizations and make information available to organization leaders and post flyers.</p> <ul style="list-style-type: none"> Proactively provide promotional materials in multiple languages and Montessori information session and enrollment announcements made at local Head Start site[s]. |
| <u>Students who are sub-proficient</u> | <p style="text-align: center;">(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> Flyers to local schools announcing HVM’s enrollment information sessions and lottery application process. Regular representation at the Haverhill Parent District Council Meetings, when possible |
| <u>Students at risk of dropping out of school</u> | <p style="text-align: center;">(e) 2020-2021 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. |
| <u>Students who have dropped out of school</u> | <p style="text-align: center;">(f) 2020-2021 Strategies</p> <ul style="list-style-type: none"> Not Applicable |
| OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u> | <p style="text-align: center;">(g) 2021-2022 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. |

Retention Plan

2021-2022

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.

2020-2021 Implementation Summary:

In spite of the challenges presented by the COVID-19 pandemic and providing Remote Learning from September 2020-April 2021, Hill View Montessori has enjoyed a relatively positive retention program with attrition primarily related to relocation of some families and other families moving to schools that offered 100 percent in-person learning.

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 some tweaks and adjustments to improve our successful delivery of a public Montessori education for the 2021-2022 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. This will continue despite the fact that HVM is transitioning to a new Dean of Students for 2021-2022.
- HVM's three full-time Special Education Teachers and the Special Education Director continued the Special Education service delivery – both during COVID-19 Remote Learning/Hybrid Learning and after the return to In-Person Learning in early April 2021 -- and in support of Special Education compliance oversight, the SPED team held weekly department meetings (via Zoom during Remote Learning) with the Executive Director to address the needs of this population
- The school's Executive Director facilitated two Montessori education informational meetings via Zoom for prospective parents
- 85% 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 Interns worked with families to provide additional 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), both pandemic-related and non-pandemic-related
- 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
- HVM continued to make strides towards transitioning its 7th and 8th grade program to a Project-Based Learning Model.
- Professional Development addressed "The Emotional, Social Brain," "A Teacher's Guide to the Learning Brain," "Motivation in Mathematics," "Engaging the Brain," "Neuroscience and Executive Skills Management," "The Neuroscience of Reading," "Unlocking the Mysteries of the Brain," "Wilson Reading Training/Certification," "Engagement and the Brain," "The Science of Learning and Memory," and trauma-informed student support practices, improved skills in the area of Reading Assessment administration and benchmarking, and competency and confidence in teaching Mathematics. The school also began an intensive professional development focused strictly on teaching teachers how to understand math and how to teach math. The Middle School continued to use an Advisory/Community Meeting curriculum for the 2020-2021 school year.
- HVM continued providing breakfast and snacks for any student upon return to In-Person Learning in April
- Upon returning to In-Person Learning in April 2021, early morning fitness groups for Lower Elementary students were continued to help those students settle in to their work period with clear minds and relaxed

bodies

- HVM’s Montessori Pedagogical Director continued to support and direct lead teachers, classroom assistants, Title I teachers, and subject specialists during Remote Learning and In-Person Learning in the facilitation of the Montessori pedagogy and the delivery of the Montessori curriculum

| Overall Student Retention Goal | |
|---|-------|
| Annual goal for student retention (percentage): | 92.9% |

Retention Plan –Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

| | |
|--|---|
| <p><u>(a) CHART data</u></p> <p>School percentage: 7.1%</p> <p>Third Quartile: 14.4%</p> <p>The school is below third quartile percentages.</p> | <p align="center">(b) 2020-2021 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 • Continue to improve early intervention/early identification process through Student Success Team process • Collect exit data from departing families, if applicable • Continue to collect data from parent survey and share with Special Education Department • Integrate software use into programs on newly-purchased Chromebooks |
| | <p align="center">(c) 2021-2022 Additional Strategy(ies), if needed</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: 8.0%</p> <p>Third Quartile: 14.5%</p> <p>The school is below third quartile percentages.</p> | <p align="center">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to provide students with ELL certified teachers (20 teachers/staff members are Sheltered English Immersion certified) • Continue to offer interpreters at Parent-Teacher conferences. • Continue to translate parent information documents and provide Google translate links on all documents • Continue to host multi-cultural events each year |
|--|--|

| | |
|--|---|
| | <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</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"/> No ELs were enrolled during the 2020-2021 school year. No retention strategies needed.</p> |
| Students eligible for free or reduced lunch (low income/economically disadvantaged) | |
| <p style="text-align: center;">(a) CHART data</p> <p>School percentage: 4.8% Third Quartile: 13.8%</p> <p>The school is <i>below</i> third quartile percentages.</p> | <p style="text-align: center;">(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue to support families with identified needs utilizing our School Social Worker, Social Work Interns (master’s level), Guidance Counselor, Dean of Students, Student Success Team, Family Outreach and Student Support Team, and Community Services • Continue to coordinate with the school’s Meal Service company to offer appealing lunches and breakfasts • Continue to make available unused fruit and a wide variety of snacks to any student during the day • Continue to provide breakfast program <p style="text-align: center;">(c) 2021-2022 Additional Strategy(ies), if needed</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 style="text-align: center;"><u>Students who are sub-proficient</u></p> | <p style="text-align: center;">(d) 2020-2021 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 style="text-align: center;"><u>Students at risk of dropping out of school</u></p> | <p style="text-align: center;">(e) 2020-2021 Strategies</p> <ul style="list-style-type: none"> • Provide support from Dean of Students, School Social Worker, Social Work Interns (master’s level), Guidance Counselor, Student Success Team, Family Outreach & Student Support Team, and outside counselors to student and parents • HVM does not have drop outs |
| <p style="text-align: center;"><u>Students who have dropped out of school</u></p> | <p style="text-align: center;">(f) 2020-2021 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 RACE AND ETHNICITY AND SELECTED POPULATIONS 2020-2021 SCHOOL YEAR | |
|--|-------------|
| Race/Ethnicity | % of School |
| African American | 5.0 |
| Asian | 0.3 |
| Hispanic | 27.4 |
| Native American | 0.0 |
| White | 63.4 |
| Native Hawaiian, Pacific Islander | 0.0 |
| Multi-race, non-Hispanic | 4.0 |
| Selected Populations | % of School |
| First Language not English | 11.9 |
| English Language Learner | 5.9 |
| Students with Disabilities | 19.1 |
| High Needs | 49.5 |
| Economically Disadvantaged | 31.4 |

| 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 | 04/02/2021 |
| 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 2020-2021 school year | Departures during the 2020-2021 school year | Departures at the end of the school year | Reason(s) for Departure |
| Teachers | 28 | 1 | 5 | 1 left for other employment; 4 had non-renewals of employment contract; 1 had no position for 2021-2022 |
| Other Staff | 28 | 0 | 1 | 1 had no position for 2021-2022 |

| BOARD AND COMMITTEE INFORMATION | |
|--|----|
| Number of commissioner approved board members as of August 1, 2021 | 7 |
| Minimum number of board members in approved bylaws | 5 |
| Maximum number of board members in approved bylaws | 15 |

| BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR | | | | |
|--|------------------------------|---------------------------------|-------------------------------|--|
| Name | Position on the Board | Committee affiliation(s) | Number of terms served | Length of each term (including date of election and expiration) |
| Ryan Turner | Chair | Executive Committee | 1 | Elected 2/5/2019; term ends 1/9/2022 |
| Stephanie Tanguay | Vice chair | Executive Committee | 2 | Elected June 2015; term ended 6/30/2021 |
| Zyon Bessette | Secretary | Development Committee | 1 | Elected 10/28/2019; term ends 6/30/2022 |
| Sandi Keys | Trustee | Accountability Committee | 1+ | Elected 8/17/2017; term ended 6/1/2021 |
| Jonnie Lyn Evans | Trustee | Accountability Committee | 1 | Elected 10/15/2018; Term ends 9/1 2021 |
| Edward Felker | Trustee | Development Committee | 1 | Elected 7/9/2020; Term ends 6/1/2023 |
| Veronica Guzman | Treasurer | Finance Committee | 1 | Elected 7/9/2020; Term ends 7/17/2023 |
| Jeff Hood | Trustee | | 1 | Elected 2/22/2021; term ends 06/30/2024 |
| Sandra-Lee Thompson | Trustee | Finance Committee | 1 | Elected 4/6/2021; term ends 6/20/2024 |
| Phil Arnold | Ex-Officio | All | 1 | Serving since July 2018 |

| BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR | |
|--|-----------------|
| Date/Time | Location |
| Thursday, August 19, 2021, at 6:30 p.m. | Zoom meeting |
| Thursday, September 16, 2021, at 6:30 p.m. | Zoom meeting |
| Thursday, October 21, 2021, at 6:30 p.m. | Zoom meeting |
| Thursday, November 18, 2021, at 6:30 p.m. | Zoom meeting |
| Thursday, December 16, 2021, at 6:30 p.m. | Zoom meeting |
| Thursday, January 20, 2022, at 6:30 p.m. | Zoom meeting |
| Thursday, February 17, 2022, at 6:30 p.m. | Zoom meeting |
| Thursday, March 17, 2022, at 6:30 p.m. | Zoom meeting |
| Thursday, April 21, 2022, at 6:30 p.m. | Zoom meeting |

| | |
|---------------------------------------|--------------|
| Thursday, May 19, 2022, at 6:30 p.m. | Zoom meeting |
| Thursday, June 16, 2022, at 6:30 p.m. | Zoom meeting |

| COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR | | |
|--|--|------------------|
| Name of Committee | Date/Time | Location |
| Committee on Trustees | 2 nd Thursday of each month at 10:00 am | via Zoom Meeting |
| Accountability | 2 nd Wednesday of each month at 4:00 pm | via Zoom Meeting |
| Development | 2 nd Tuesday of each month at 4:30 pm | via Zoom Meeting |
| Finance | 3 rd Monday of each month at 6:00 pm | via Zoom Meeting |

APPENDIX D - ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

| Position | Name | No Change/New/Open Position |
|---------------------------------------|-----------------|--|
| Board of Trustees Chairperson | Ryan Turner | New BOT chairperson |
| Charter School Leader | Phil Arnold | No change |
| Montessori Pedagogical Director | Cheryl McMahon | No change |
| Dean of Students | Jason Smith | Separated from employment at HVM on 4/2/2021 |
| Special Education Director | Niamh Dolan | No change |
| MCAS Test Coordinator | Phil Arnold | No change |
| SIMS Coordinator/Contact | Tai Polanco | No change |
| Admissions and Enrollment Coordinator | Phil Arnold | No change |
| English Language Learner Director | Graciela Trilla | Formal title change for Ms. Trilla |
| School Business Official | Central Source | No change |
| IT Coordinator | HIQ | No change |

Facilities

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

Enrollment

| Action | 2021-2022 School Year Date(s) |
|------------------------------|--------------------------------------|
| Student Application Deadline | January 26, 2022 |
| Lottery | February 3, 2022 |

Complaints

There were zero formal complaints submitted to or received by the Charter School during the 2020-2021 school year.

ATTACHMENTS

HVM Unaudited Profit and Loss Statement, Balance Sheet and Approved School Budget for FY22

Hill View Montessori Charter Public School

Profit and Loss
July 2020 - June 2021

| | TOTAL |
|--|-----------------------|
| Income | |
| 4000 State Sources | |
| 4010 Tuition | 3,670,021.00 |
| 4020 State Grants | 13,000.00 |
| Total 4000 State Sources | 3,683,021.00 |
| 4200 Federal Sources | |
| 4201 Federal Grants | 398,235.00 |
| 4202 ERATE | 31,563.14 |
| Total 4200 Federal Sources | 429,798.14 |
| 4400 Individual Contributions | 2,431.00 |
| 4401 Component Unit Contributions | 17,875.00 |
| 4700 Student Services Income | |
| 4701 Nutrition- Fed & State | |
| 4701 Fe Federal | 12,056.64 |
| 4701 MA State | 320.27 |
| Total 4701 Nutrition- Fed & State | 12,376.91 |
| 4702 Student Lunch Payments | 1,284.10 |
| Total 4700 Student Services Income | 13,661.01 |
| 4800 Other Sources | |
| 4803 Miscellaneous Income | 8,795.34 |
| 4804 Fundraiser Income | 4,167.12 |
| 7010 Interest Income | 4,117.98 |
| Total 4800 Other Sources | 17,080.44 |
| 4900 Gifts In Kind | |
| 4900.1 MTRS In-Kind | 837,354.00 |
| 4900.2 Transportation In Kind | 65,720.00 |
| 4900.3 In-kind other | 2,500.00 |
| Total 4900 Gifts In Kind | 905,574.00 |
| Total Income | \$5,069,440.59 |
| GROSS PROFIT | \$5,069,440.59 |

| | TOTAL |
|--|---------------------|
| Expenses | |
| 1 Personnel Costs | |
| 5100 Employee Benefits | 837,354.00 |
| 5101 Health insurance (net) | 157,031.41 |
| 5102 Dental insurance (net) | 14,539.37 |
| 5104 Employee Insurance (net-Aflac) | -126.19 |
| 5105 Med FSA (net) | 6,577.97 |
| 5106 MTRS | 4,500.00 |
| 5107 Life, STD, LTD and AD&D | 16,255.75 |
| 5108 Vision | 316.79 |
| Total 5100 Employee Benefits | 1,036,449.10 |
| 5453 Workers Comp. Insurance | 27,925.96 |
| 6000 Salaries & Wages | -9,865.14 |
| 6121.3 Admin - School Leaders | 108,179.65 |
| 6181.3 Admin - Other Admin | 111,433.89 |
| 6221.1 Inst - Teachers - GE | 1,200,639.54 |
| 6222.1 Inst - Teach - Spec - GE | 195,230.87 |
| 6222.2 Inst - Teach - Spec-SPED | 232,500.24 |
| 6231 Substitutes | |
| 6231.1 Substitutes-General Education | 231,653.73 |
| 6231.3 Substitutes - Pupil Services | 1,250.00 |
| Total 6231 Substitutes | 232,903.73 |
| 6232.1 Inst - Asst - GE | 282,110.92 |
| 6232.2 Inst - Asst - SPED | 50,256.41 |
| 6251.1 Inst - Guidance, Psych, Testing | 168,034.62 |
| 6310.3 Pupil Services | 88,545.98 |
| 6410 Facilities & Maintenance | 113,831.10 |
| Total 6000 Salaries & Wages | 2,773,801.81 |
| 6900 Payroll Tax | |
| 6901 Medicare - #510 | 37,962.29 |
| 6902 OASDI - #510 | 48,923.00 |
| 6903 MA Unemployment - #520 | 33,734.49 |
| 6905 EMAC Supplement | 20,144.38 |
| 6906 FMLA | 848.57 |
| 6907 NY State Unemployment | 0.00 |
| Total 6900 Payroll Tax | 141,612.73 |
| Total 1 Personnel Costs | 3,979,789.60 |

| | TOTAL |
|--|-------------------|
| 3 Admin | |
| 5600 Supplies & Materials Adm | 5,745.09 |
| 5601 Supplies & Materials IT | 2,500.00 |
| 5603 Travel,Dues & Other Exp. | 297.90 |
| 5251 Contr. Serv. Administrative | 2,654.71 |
| 5400 Fees/Memberships/Dues | 18,630.42 |
| 5401 Fees | 29.95 |
| Total 5400 Fees/Memberships/Dues | 18,660.37 |
| 5808 Contr. Ser. Website Design | 5,680.00 |
| 5850 Admin Travel/Meals Misc | 1,383.41 |
| 5851 Fingerprinting/Cori's | 340.00 |
| Total 5603 Travel,Dues & Other Exp. | 29,016.39 |
| 5700 Contracted Services | |
| 5270 Technology | 38,830.00 |
| 5702 Audit | 15,500.00 |
| 5705 Human Resources | 46,717.38 |
| 5709 Business & Finance | 54,457.19 |
| Total 5700 Contracted Services | 155,504.57 |
| 5852 Recruiting/Advertising | 4,684.99 |
| Total 3 Admin | 197,451.04 |
| 4 Instructional | |
| 5250 Contracted Ser. Other Teaching | |
| 5253 Consult-School Psychologist | 53,136.00 |
| 5254 Consult-Specialist | 134,361.53 |
| Total 5250 Contracted Ser. Other Teaching | 187,497.53 |
| 5300 Furniture & Equipment | |
| 5303 Instructional Copier Lease | 7,660.06 |
| 5305 Instr. Furniture GE | 3,231.68 |
| Total 5300 Furniture & Equipment | 10,891.74 |
| 5550 Supplies | |
| 5553 General Classroom Supplies | 9,001.74 |
| 5553.1 Laminator/Copy Paper | 1,621.29 |
| 5554.3 Curriculum | 1,010.50 |
| 5554.4 Montessori Materials | 9,348.28 |
| 5555 SPED supplies | 1,454.47 |
| 5556 M&S Specialists | 562.88 |
| Total 5550 Supplies | 22,999.16 |

| | TOTAL |
|---|-----------------------|
| 5650 Prof. Development | |
| 5653 PD SPED | 3,064.00 |
| 5656 PD Instructional - GE | 69,376.98 |
| 5657 PD Montessori Training | 4,015.00 |
| 5662 PD Seacoast Training | 51,550.00 |
| 5663 PD Travel & Other Exp. | 252.56 |
| Total 5650 Prof. Development | 128,258.54 |
| 5805.1 Instructional Software Expense | 6,899.72 |
| 5807.1 Instructional Hardware | 36,656.05 |
| Total 4 Instructional | 393,202.74 |
| 5 Student Services | |
| 5750 Student Activities Expenses | 225.65 |
| 5756 Fundraiser Event | 1,348.00 |
| 5757 Student Transportation | 65,720.00 |
| 5758 Nurse/Athletic/Food/Other | 2,162.75 |
| Total 5750 Student Activities Expenses | 69,456.40 |
| 5751 Nutrition Program Expense | 16,753.00 |
| 5754 Field Trips- School Events(net) | -183.50 |
| Total 5 Student Services | 86,025.90 |
| 6 Facility & Other Fixed Costs | |
| 5350 Maint. of Buildings & Permits | |
| 5353 Repairs & maintenance | 12,246.91 |
| 5356 Contracted Facility Services | 25,337.08 |
| 5359 Permits/Fees | 620.00 |
| 5360 Security Services | 954.91 |
| Total 5350 Maint. of Buildings & Permits | 39,158.90 |
| 5354 Utilities | |
| 5354.1 Electricity | 38,933.58 |
| 5354.2 Gas | 12,755.03 |
| 5354.3 Water | 4,311.26 |
| Total 5354 Utilities | 55,999.87 |
| 5355 Maintenance supplies | 9,477.54 |
| 5358 Capital Lease-Bld Rent Interest | 91,182.84 |
| 5450 Insurance (Non-Employee) | 38,733.44 |
| 5801 Networking & Communications | 20,591.83 |
| Total 6 Facility & Other Fixed Costs | 255,144.42 |
| 9999 ASK ACCOUNTANT | 0.00 |
| Total Expenses | \$4,911,613.70 |
| NET OPERATING INCOME | \$157,826.89 |

| | TOTAL |
|--------------------------------------|---------------------|
| Other Income | |
| 9997 Tenant Rent Credit | 28,050.00 |
| 9998 Lease Adjustment | 278,884.68 |
| Total Other Income | \$306,934.68 |
| Other Expenses | |
| 8000 Depreciation | |
| 8001 Depreciation - Buildings - #750 | 130,524.00 |
| 8002 Depreciation-Capital Equip-#750 | 37,053.59 |
| Total 8000 Depreciation | 167,577.59 |
| Total Other Expenses | \$167,577.59 |
| NET OTHER INCOME | \$139,357.09 |
| NET INCOME | \$297,183.98 |

Hill View Montessori Charter Public School

Balance Sheet As of June 30, 2021

| | TOTAL |
|--|-----------------------|
| ASSETS | |
| Current Assets | |
| Bank Accounts | |
| 1010 Pentucket Checking 3361 | 322,049.39 |
| 1020 Pentucket Savings 3536 | 523.89 |
| 1022 Pentucket Capital Reserve 2015 | 2,413.55 |
| 1031 Playground Reserve Fund 9259 | 38,784.69 |
| 1035 Pentucket Beautification 8804 | 18.75 |
| 1036 Pentucket Meal Payments 7126 | 43.34 |
| 1040 Petty Cash | 385.00 |
| 1045 Pentucket Money Market 9346 | 485,237.70 |
| Total Bank Accounts | \$849,456.31 |
| Accounts Receivable | |
| 1200 Accounts Receivable | 38,700.94 |
| 1201 Grants Receivable | 92,859.00 |
| Total Accounts Receivable | \$131,559.94 |
| Other Current Assets | |
| 1350 Prepaid Expenses | 19,919.95 |
| 1351 Prepaid Insurance | 5,975.00 |
| 1352 Prepaid Rent | 12,594.61 |
| Total 1350 Prepaid Expenses | 38,489.56 |
| Total Other Current Assets | \$38,489.56 |
| Total Current Assets | \$1,019,505.81 |
| Fixed Assets | |
| 1610 Leasehold Improvements-Net | |
| 1611 Leasehold Improvements-Cost | 143,845.36 |
| 1615 Accum. Depr.-Leasehold Improve | -38,030.00 |
| Total 1610 Leasehold Improvements-Net | 105,815.36 |
| 1620 Computer Equipment-Net | |
| 1621 Computer Equipment-Cost | 103,432.41 |
| 1625 Accum. Depr.-Computer Equip | -92,213.00 |
| Total 1620 Computer Equipment-Net | 11,219.41 |

| | TOTAL |
|--|-----------------------|
| 1630 Equipment-Net | 0.00 |
| 1630.0 Equipment-Mechanical | 15,206.65 |
| 1631 Equipment-Instructional | 34,957.75 |
| 1632 Equipment-Administrative | 19,180.00 |
| 1633 Mechanical Equipment | -15,207.00 |
| 1635 Accum. Depr.-Equipment | -46,938.00 |
| Total 1630 Equipment-Net | 7,199.40 |
| 1640 Classroom Furniture-Net | |
| 1641 Classroom Furniture-Cost | 97,783.00 |
| 1645 Accum. Depr.-ClassroomFurniture | -97,783.44 |
| Total 1640 Classroom Furniture-Net | -0.44 |
| 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 | -32,013.00 |
| Total 1660 Building- 75 Foundation Ave. | 46,818.00 |
| 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 | -1,435,139.00 |
| 1674 AccumDepre-CapLeaseImprovements | -16,680.00 |
| Total 1670 CapLease Building&Improvements | 2,385,001.00 |
| 1680 Playground-Net | |
| 1681 Playground - Cost | 144,861.39 |
| 1682 Accum.Depr.- Playground | -85,449.00 |
| Total 1680 Playground-Net | 59,412.39 |
| Total Fixed Assets | \$2,615,465.12 |
| TOTAL ASSETS | \$3,634,970.93 |

| | TOTAL |
|--|-----------------------|
| LIABILITIES AND EQUITY | |
| Liabilities | |
| Current Liabilities | |
| Accounts Payable | |
| 2000 Accounts Payable | 15,134.00 |
| Total Accounts Payable | \$15,134.00 |
| Other Current Liabilities | |
| 2100 Payroll Liabilities | |
| 2101 W/H EE Fed/State taxes | 171.10 |
| 2106 403 (b) payable | 3,036.39 |
| 2107 Mass Teachers Retirement Fund | 22,632.31 |
| Total 2100 Payroll Liabilities | 25,839.80 |
| 2300 Accrued Expenses | 0.00 |
| 2301 Accrued Salaries and Wages | 14,130.78 |
| 2305 Accrued expense | 7,326.78 |
| Total 2300 Accrued Expenses | 21,457.56 |
| 2700 PTO pass through | 5,662.89 |
| Total Other Current Liabilities | \$52,960.25 |
| Total Current Liabilities | \$68,094.25 |
| Long-Term Liabilities | |
| 2021 Capital Lease Payable-Principal | 2,526,469.84 |
| Total Long-Term Liabilities | \$2,526,469.84 |
| Total Liabilities | \$2,594,564.09 |
| Equity | |
| 3300 Retained Earnings | 743,222.86 |
| Net Income | 297,183.98 |
| Total Equity | \$1,040,406.84 |
| TOTAL LIABILITIES AND EQUITY | \$3,634,970.93 |

Hill View Montessori Charter Public School

Approved FY22 Budget – Date of Board Approval: 6/17/2021

| | Enrollment PPT | 306 12,799 |
|---|---------------------------|-----------------------|
| A Revenues | | |
| Tuition | | 3,916,494 |
| Grants | | 265,837 |
| Nutrition Program | | - |
| Other - Fundraising and Interest Income | | 5,000 |
| Foundation Contribution | | 67,000 |
| E-Rate Funding | | 17,820 |
| Total Revenues | | 4,272,151 |
| Expenses | | |
| Personnel Costs | | |
| 1 Personnel Salaries | | 2,951,002 |
| Fringe Benefits | | 232,922 |
| Work Comp | | 29,510 |
| Payroll Taxes | | 203,619 |
| Total 5000 · Personnel Costs | | 3,417,053 |
| 2 Administrative Costs | | |
| Contr Serv - Business & Finance | | 50,000 |
| Contr Serv - Human Resources | | 42,000 |
| Contr Serv - Technology | | 38,640 |
| Contr Serv - Legal | | 1,000 |
| Contr Serv - Audit | | 17,500 |
| Supplies & Materials - IT | | 5,760 |
| Recruitment and Advertising | | 2,500 |
| Travel, Dues & Other Exp -Admin | | 34,190 |
| Supplies & Materials - Admin | | 5,000 |
| Total 5100 · Administrative Costs | | 196,590 |
| 3 Instructional Services | | |
| Contr Serv - Other Teaching | | 95,950 |
| Contr Serv - Prof Development | | 94,761 |
| Contr Serv - Seacoast Training | | 22,000 |
| NCMPS Montessori EER Review | | - |
| Travel & Other Exp -Prof Develop | | 340 |
| Instructional Copier | | 10,000 |
| Instructional Furniture & Equip. | | 1,500 |
| Instructional Furniture & Equip. *Monte | | - |
| Instructional Supplies (Inc, SPED, NUR | | 15,000 |
| Instructional Supplies *Montessori Mat | | 15,000 |
| Instructional Hardware | | 500 |
| Instructional Software | | 5,931 |
| Total 5200 · Instructional Services | | 260,983 |
| 4 Other Student Services | | |
| Student activities / Field Trips | | 5,000 |
| Fundraising | | 1,500 |
| Nutrition Program | | - |
| Total 5300 · Other Student Services | | 6,500 |

| | | |
|----------|---|------------------|
| 5 | Facility & Other Fixed Costs | |
| | Utilities | 53,000 |
| | Networking & Communications | 21,181 |
| | Security | 1,000 |
| | Maint of Buildings & Permits | 36,500 |
| | Maintenance Supplies | 12,000 |
| | Capital Lease Interest & Rent | 56,725 |
| | Insurance (non-employee) | 40,319 |
| | Total 5400 · Facility & Other Fixed Costs | 220,725 |
| | 9999 · Contingency | |
| | Total Expenses Before Depreciation | 4,101,850 |
| | <i>Change in Net Position Without Depreciation</i> | 170,300 |
| | Depreciation | 170,083 |
| | Change in Net Position with Depreciation | 217 |

