



**Annual Report**  
***2024-2025 School Year***

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**Date of Report:**

*July 28, 2025*

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## INTRODUCTION TO THE SCHOOL

<b>Hill View Montessori Charter Public School</b>			
Type of Charter	Commonwealth	Location of School	Haverhill, Massachusetts
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2004	Year(s) in which the Charter was Renewed (if applicable)	2009; 2014; 2019, 2024
Maximum Enrollment	306	Chartered Grade Span	K-8
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.			

## LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

**July 7<sup>th</sup>, 2025**

To Whom It May Concern,

On behalf of the Board of Trustees, I am pleased to submit this letter for the Annual Report.

This past year has been a time of both reflection and forward momentum for our school. As many of you know, our Executive Director departed during the school year. We are grateful for Phil Arnold's leadership and contributions to our school community. In response to this transition, the Board has been deeply engaged and intentional in supporting a smooth and strategic leadership change. Through a thorough and collaborative process, we are excited to bring change to our school, including, promoting our Dean of Students, Ginger Whitson. Ginger is extraordinarily well respected in our school, brings much energy, and a deep commitment to our mission and students.

We are excited for what lies ahead. With new leadership, strong community support, and a continued focus on academic excellence and student growth, I believe Hill View Montessori Charter Public School is entering a new chapter filled with opportunity. The foundations we have built are strong, and the future is even brighter.

Thank you for your continued support of our school and our mission. We look forward to the 2025–2026 school year with great optimism and confidence.

Sincerely,

**Jeffery Hood**

Chair, Board of Trustees

Hill View Montessori Charter Public School

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# SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

## FAITHFULNESS TO THE CHARTER

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

#### **Our Mission:**

The mission of Hill View Montessori Charter Public School (HVMCPS) 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.

By embracing the Montessori educational philosophy, enhanced to align with Common Core, our students will attain academic excellence and become intrinsically motivated, independent thinkers who love to learn. They will be socially responsible and mature contributors to the world. Parental involvement in the educational process and a highly effective, committed staff will be at the core of our community.

Hill View Montessori works to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, foster care, military, or limited English proficiency, will have equal access to the general education program, extracurricular activities, and full range of any occupation/vocational education programs offered by the school.

#### **Hill View Montessori's Key Design Elements (full details below):**

1. An educational program based on the Montessori philosophy
2. To ensure that all students meet rigorous academic, personal, and social achievement objectives.
3. To hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas

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

As a preeminent, public Montessori charter school in Haverhill, MA, we apply Montessori theories of child development, pedagogy, and instructional delivery in all of our K-8 classrooms while maintaining alignment with the Massachusetts Curriculum Frameworks and Learning Standards.

This school year, we hired a Montessori Academic Director to oversee teaching and learning across all four levels of our school (Kindergarten, Lower Elementary, Upper Elementary, Middle School). The Academic Director meets weekly with teachers to guide high-quality instruction and ensure consistent alignment of the Montessori approach with the Massachusetts Curriculum Frameworks and Learning Standards.

During the Spring of this school year, our Academic Director initiated a focused effort to connect and collaborate with the regional Montessori community, including training centers, partner schools, and the Montessori research community. As a result, we have built a relationship with the Montessori Training Center of the Northeast (MTCNE) based in Bloomfield, CT, an Association Montessori International (AMI) accredited training center whose services are sought worldwide. MTCNE has agreed to provide regular workshops on Montessori theory for HVM faculty and staff, in support of deepening our school's Montessori practice. We are also actively cultivating a relationship with the Montessori Elementary Teacher Training Collaborative (METTC), an American Montessori Society (AMS) accredited training center based in Lexington, MA. During the 2024-25 school year, we sent two teachers to Montessori training:

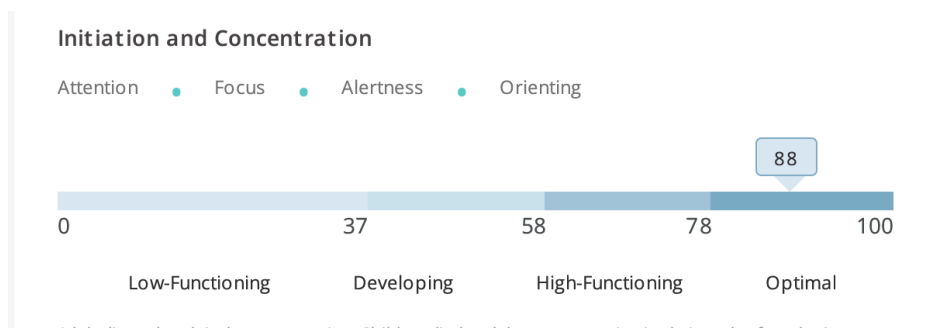
one one for LE training at METTC and one for early childhood at Harborlight. Additionally, in the Summer of 2025, we are sending two additional faculty members to METTC, one for the LE training (two years) and one for the UE continuing training (one year). We will plan to send our staff to additional METTC trainings as needed. Finally, through our active participation in the Montessori Eastern Educators Together Collaborative, we have opened our doors to share our MTCNE workshops with the wider region by inviting participating public Montessori schools (such as Tobin Elementary in Cambridge and River Valley Montessori Charter School in Newburyport) to join us in developing a strong practice of public Montessori in Massachusetts.

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

HVM continued its Reading (DIBELS) and Writing assessments three times during the school year for all Kindergarten and Lower Elementary and Upper Elementary students. We also conducted four benchmark math assessments for K-8 students using the Star Math benchmark assessment. In the 2024-25 school year, we are particularly proud of our student growth on the DIBELS assessment when compared to SY 2023-24: at every point of measurement, our reading scores increased from the previous year.

Avg composite DIBELS score Fall 2023	Avg composite DIBELS score Winter 2024	Avg composite DIBELS score Spring 2024
319	379	433
Avg composite DIBELS score Fall 2024	Avg composite DIBELS score Winter 2025	Avg composite DIBELS score Spring 2025
330	386	439

In 2024-25, HVM began using the Developmental Environment Rating Scale (DERS), a classroom observation and coaching tool used to assess specific classroom practices that support executive functioning, linguistic and cultural fluency, and social-emotional flexibility. The DERS is used by the Academic Director to observe classrooms throughout the school year and to formally assess them two times/year. DERS data is then shared with teachers during 1:1 coaching sessions. This information supports classroom practices that cultivate (1) initiation and concentration (2) inhibitory control (3) working memory (4) linguistic and cultural fluency and (5) social-emotional flexibility. The DERS gives each classroom a numerical score between 1-100 in each of these 5 domains, which puts the classroom in one of four categories: Low-functioning (1-37), Developing (37-58), High-functioning (58-78), and Optimal (78-100). This is an example of the report for a classroom that scored in the Optimal range for the initiation and concentration category:



In HVM's ongoing commitment to support the well-being of all of its students, we have administered an annual universal mental health screening for all students since the 2022-2023 school year. We use the Child & Youth Resilience Measure (CYRM), a research-based screening tool used by researchers and practitioners worldwide. The CYRM is designed to capture information about the child's individual, relational, communal and cultural resources that bolster their resilience. HVM's goal is to help all 306 of its students thrive academically by using CYRM data to identify groups of students who may benefit from additional social and emotional interventions and supports.

Since 2023, HVM has offered [Life Space Crisis Intervention](#) (LSCI) training to all staff who work directly with students. This 30-hour, evidence-based, trauma-informed, relationship-building certification training equips faculty and staff to turn problem situations into learning opportunities for young people who exhibit challenging behaviors. LSCI teaches verbal de-escalation strategies to help regulate students during stressful moments and teach them the social and emotional skills they need to achieve long-term behavioral change. During the 2024-25 year, 15 HVM educators were certified in LSCI, in addition to 14 staff who were certified during the 2023-24 school year. For the 2025-26 school year and beyond, LSCI will become a required training for all direct care staff within their first 2 years of employment. HVM will also open its doors to offer LSCI training to professionals from across the state of Massachusetts.

Along with teaching academic skills, the Montessori learning environment promotes 21<sup>st</sup> century skills such as self-regulation, strong executive functioning, teamwork, critical thinking, responsibility, respectfulness, and problem-solving skills. Our School Counselor and School Social Worker offer weekly in-classroom SEL programming for students in K-6 on a wide range of topics including character education, bullying prevention, digital citizenship, mental health, substance abuse prevention, healthy relationships, and mindfulness. In our Middle School, these lessons are conducted during the daily Advisory period and through Health & Wellness, which is taught daily as a core class.

During the 2024-25 school year, we made a focused effort to improve community between our K-8 classrooms by establishing a schedule of schoolwide celebrations. The following events were scheduled throughout classrooms and levels (Kindergarten, Lower Elementary, Upper Elementary and Middle School) to cultivate a more universal "Hill View Montessori experience" rather than a classroom by classroom one:

- Maria Montessori's Birthday (Aug)
- International Day of Peace (Sept)
- Hispanic Heritage Month (Sept-Oct)
- Mystery History (Oct)
- Kindness Week (Nov)
- Festival of Lights (Dec)
- MLK Day of Service (Jan)
- Black History Month (Feb)
- Women's History Month (Mar)
- Music in Our Schools month (Apr)
- Art Show (Apr)
- Hill View Harmony Spring Concert (May)
- Talent Show (May)
- Field Day (June)

Lastly, parental and community involvement continues to be an important aspect of HVM. Because of the generous support of volunteers, HVM is able to stretch its limited resources to serve its students beyond what would be possible otherwise. HVM's PTO offered several family-oriented activities and events both at the school and out in the community, including a Family Dance, a Gingerbread Party, and an Ice Skating event. Parents, faculty, and staff supported the HVM Foundation's Development activities by attending the annual Rock 'n Roll Bingo fundraiser event as well as by attending the HVM Art Show and Hill View Harmony (choral) event.

**Key Design Element 3: To hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas**

HVM is committed to ensuring that its classrooms are filled with highly-qualified staff. This Spring, we implemented a formal standard that will require all our K-6 teachers to enroll in AMI or AMS Montessori training within two years of hire, if they do not come to us with an AMI or AMS credential. (HVM will assist with the funding for teachers to obtain this required credential.) In a world where the name "Montessori" is in the public domain and there is very little regulation on what is required of a Montessori training, AMI and AMS are organizations that require the highest standards and train teachers to implement Montessori with the highest fidelity. Of the 11 states that allow Montessori training as a path to teacher licensure, all of those states require AMI or AMS certification from license seeking teachers. Additionally, Montessori research consistently defines high-fidelity Montessori as teachers who are AMI or AMS certified. Finally, only AMI and AMS trainings meet the academic standards that allow them to partner with [university](#) graduate programs. We believe that our students deserve teachers who truly understand the transformative power of Montessori education and have been trained in the best possible programs.

At the conclusion of the 2024-2025 school year, 100 percent of HVM's Lead Kindergarten teachers were Montessori credentialed, 83% percent of HVM's Lead Lower Elementary teachers were Montessori credentialed, and 50 percent of HVM's Lead Upper Elementary teachers were Montessori credentialed. Our Special Education Director holds Montessori certifications in Lower and Upper Elementary and our Academic Director holds a Montessori Certification in Early Childhood. One of HVM's Special Education teachers possess Montessori Teacher certification. Our goal is to ensure that all lead teachers are fully credentialed and mentored/coached in Montessori philosophy, pedagogy, and curriculum as well as all Massachusetts teaching requirements. In addition, during the Summer of 2025, we have two Lead teachers who are already Montessori credentialed in one age group, who we are funding to complete their AMS certification in an additional age group. Our Academic Director stays current with developments in public Montessori best practices by being an active member the Montessori Research Collaborative (MRC) and the Montessori Eastern Educators Together (MEET) collective, a group of region educators, administrators, and trainers committed to improving public Montessori in New England.

## **CRITERION 2: ACCESS AND EQUITY**

### **Hill View Montessori Enrollment by Race/Ethnicity (2024-25)**

<b><u>Enrollment by Race/Ethnicity (2024-25)</u></b>			
<b><u>Race</u></b>	<b><u>% of School</u></b>	<b><u>% of District</u></b>	<b><u>% of State</u></b>
<b><u>American Indian or Alaska Native</u></b>	<b><u>0.0</u></b>	<b><u>0.0</u></b>	<b><u>0.2</u></b>
<b><u>Asian</u></b>	<b><u>0.7</u></b>	<b><u>0.7</u></b>	<b><u>7.5</u></b>
<b><u>Black or African American</u></b>	<b><u>6.5</u></b>	<b><u>6.5</u></b>	<b><u>10.2</u></b>
<b><u>Hispanic or Latino</u></b>	<b><u>43.5</u></b>	<b><u>43.5</u></b>	<b><u>25.9</u></b>
<b><u>Multi-Race, Not Hispanic or Latino</u></b>	<b><u>6.5</u></b>	<b><u>6.5</u></b>	<b><u>4.6</u></b>
<b><u>Native Hawaiian or Other</u></b>	<b><u>0.0</u></b>	<b><u>0.0</u></b>	<b><u>0.1</u></b>

<b><u>Pacific Islander</u></b>			
<b><u>White</u></b>	<b><u>42.8</u></b>	<b><u>42.8</u></b>	<b><u>51.5</u></b>

### **Hill View Montessori Selected Populations (2024-25)**

<b><u>Title</u></b>	<b><u>% of District</u></b>	<b><u>% of State</u></b>
<b><u>High Needs</u></b>	<b><u>52.9</u></b>	<b><u>55.8</u></b>
<b><u>English Learners</u></b>	<b><u>8.8</u></b>	<b><u>13.9</u></b>
<b><u>First Language Not English</u></b>	<b><u>17.6</u></b>	<b><u>27.2</u></b>
<b><u>Low Income</u></b>	<b><u>36.3</u></b>	<b><u>42.1</u></b>
<b><u>Students with Disabilities</u></b>	<b><u>18.6</u></b>	<b><u>20.6</u></b>

### **2024-25 Hill View Montessori Student Discipline (Still waiting on this to be updated on the dashboard as of 7/28/25)**

The Dean of Students (now the Interim Executive Director) is responsible for overseeing a consistent student discipline system throughout the school. As a school, we support students through the use of trauma-sensitive practices, de-escalation training for all staff, sensory breaks, behavior contracts, behavior intervention plans, Check-in/Check-out systems, break passes, restorative practices, and other tailored interventions.

HVM has a Resiliency Team, consisting of its Dean of Students, the Special Education Director, the Academic Director, the School Social Worker, the School Counselor, and our MSW interns. This team also consults with our School Psychologist, School Nurse, and other professionals, as needed. The Resiliency team meets bi-weekly to review the needs of students identified as having acute or chronic social, emotional, or behavioral issues. The Resiliency Team collaborates to determine and implement appropriate interventions and supports for each student. In all reviews, discussions, and considerations, the team weighs factors such as minority ethnicity, sex, gender, ED/low income, student disability (including information in a student's IEP), family/household situation, age, etc. HVM's Resiliency Team members respond promptly to calls for assistance from teachers related to emotional and/or behavioral issues that cannot be managed in the classroom.

At Hill View Montessori, our staff are well-trained in implementing universal (Tier 1) rules, routines, and positive expectations that effectively prevent and address approximately 80% of unwanted classroom behaviors (e.g. minor non-compliance, disruptions, distractions, disrespect, etc). We also heavily invest time and energy into establishing positive relationships with students and families, which complements the effectiveness of our universal interventions. Our staff's training in the skills of LSCI (see description under Key Design Element #2) is a highly effective Tier 2-3 approach for providing targeted, individualized, and intensive support for students with persistent or severe behavioral



challenges.

We reserve the use of suspensions for incidents in which a student’s behavior persists through universal, targeted, or intensive interventions, is intentionally aggressive/harmful, and/or fits the definition of bullying behavior. Whenever possible, we use in-school suspensions prior to assigning out of school suspensions. Prior to any in-school or out-of-school suspension potentially being given to a student, the Dean of Students communicates with the student’s parent(s) or caregiver(s). For out-of-school suspensions, a re-entry meeting is always offered to parents. Typically, this meeting includes the student, to involve them in a plan for success as much as possible. Each year, the Dean of Students and our School Operations staff member review school suspension data to understand if there are any inappropriate, unintentional patterns to the suspensions or any implicit biases inadvertently shaping the decision to give or not give suspensions to particular students.

**CRITERION 4: DISSEMINATION**

Using the table below, provide evidence of how the school has *shared innovative models for replication and best practices with other public schools in the district where the charter school is located* during the 2024-25 school year. Dissemination efforts may also include sharing innovative models and best practices with other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate. Add rows as necessary.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> <i>(describe the method, format, or venue used to share best practices)</i>	<b>Who at the school was involved with the dissemination efforts?</b> <i>(Title)</i>	<b>With whom did the school disseminate its best practices?</b> <i>(Partners and Locations)</i>	<b>Result of dissemination</b> <i>(List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)</i>
Communities of Practice – MCPSA Capacity Building Network	Collaborative Zoom meetings with Charter School Administrators, specialized teams and MCPSA facilitators	Executive Director; Interim Executive Director, Special Education Director; EL Program Director	Shared with Charter Schools across the state via Zoom and email communications	Enhanced school leadership skills, knowledge, and practice related to areas of interest and/or expertise

Pedagogy and Montessori Curriculum / Collaboration between public Montessori staff	Site Visits, participation in the Montessori Eastern Educators Together (MEET),	Classroom Teachers, administration	River Valley Charter School, Mill Falls Charter School (NH), Cornerstone Montessori (NH), CREC Montessori School, Hartford CT, Montessori Training Center of the Northeast (MTCNE), Harborlight Montessori School, Beverly MA	Collaboration between HVM Lead Teachers and classroom faculty at other Montessori schools (both public and private), Collaboration between administration and training centers supporting public Montessori
Pedagogy and student-led, discussion based learning with international colleagues from public and private schools	Exeter for Educators Conference, Harkness Institute, Phillips Exeter Academy	Middle school classroom teachers, MS special education teachers, Academic Director	Phillips Exeter Academy, Exeter NH	Shared practices with public and private school teachers and administrators from around the globe: schools from MA, NYC, Florida, Beirut, Tokyo, and Shanghai were present, among many others
LSCI	In-person trainings and review sessions scheduled at HVM. Community members invited.	Interim Executive Director, Special Education Director, Art Teacher	Haverhill Public Schools & student-serving community agencies invited to attend. Joined with MCPSA in April 2025 to advertise to member schools for Summer 2025	Enhanced skills for de-escalating problem situations with students who exhibit challenging behaviors. Sharing information on an evidence-based crisis management skillset.
Charter School Leadership	DESE PLC, Consultancies, training, workshops, seminars	Interim Executive Director, Academic Director, Special Education Director	Other charter school leaders and representatives from school districts (DESE PLC) via monthly Zoom meetings	Networking with MCPSA colleagues on best practices in Charter School leadership and school administration

## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE

At HVM, we use Star Math to assess our students' progress in mathematics and the DIBELS test to assess our students' progress in literacy and MCAS state testing. Multiple times per year, we use the data that we collect from testing to discuss how we can improve the performance of each individual child in their classroom, as well as classroom and grade level trends. We used the results of the 2024 MCAS to discuss in team meetings which areas of the MCAS our students displayed the lowest performance and how to remediate that problem prior to the 2025 MCAS. We were particularly pleased to see growth when compared to SY 2023-24 in our students' lower elementary DIBELS scores, which correlates to the teachers' use of the Montessori Reading Acceleration Pathways program.

These charts showing our students' progress across the year at each academic level (kindergarten, lower elementary, upper elementary, and middle school) can be found in **Attachment A**.

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

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

HVM teachers have had success at the Lower Elementary level this year implementing the [Montessori Reading Acceleration Pathway program](#), which we purchased from the non profit [Montessori For All](#), that is committed to helping Montessori teachers provide the best possible education for students in the public sector. The Reading Acceleration Pathway uses pre-existing Montessori lessons (supplementing when necessary) and puts them into a systematic framework that is based on the science of reading. Teachers assess their students four times throughout the school year, and are able to isolate their reading level and their specific strengths and weaknesses in decoding, phonemic and phonological awareness, reading fluency and comprehension. The assessments then dictate which lessons are given to which students, and the flexibility of Montessori instruction allows students to be grouped not by age but by ability, giving each child what they need. The Reading Acceleration Pathway allows our teachers to maintain Montessori fidelity in their teaching without sacrificing rigor and structure, and we have seen the highest gains in literacy scores in the classrooms that implemented the Pathways program with the highest fidelity. Students needing additional support continued to receive it from our Title I Reading specialists.

The HVM Lower Elementary and Upper Elementary teachers have collaboratively focused on improving the delivery of math instruction, personal and professional application of math knowledge, an in-depth exploration of, and practice with, word problems. During collaborative team meetings and in reference to Massachusetts Curriculum Frameworks Standards, teachers identified students' 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. Students needing additional support continued to receive it from our Math interventionists, using small groups for additional practice in activities to deepen student knowledge.

HVM professional educators work collaboratively to assess students' academic needs through observations, work samples, and school-wide assessments such as DIBELS, the Reading Acceleration Pathway, and the Renaissance Learning Star Math Benchmark Assessments.

HVM continues to provide the Wilson Reading System language-based program or Barton Reading & Spelling

System to meet the individual need of select Special Education students. Both programs support the 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 an 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. The Title I Reading teachers are trained in the Orton-Gillingham approach and use it with selected students on their caseload.

During the 2024-2025 school year, HVM staff engaged in professional development supporting math instruction, Montessori training, literacy instruction, and students' overall social-emotional development.

During the 2024-2025 school year, professional development for teachers and staff included:

- o Illustrative Math
- o Reading Acceleration Pathway Community of Practice
- o AMS Montessori Early Childhood training
- o Recognizing students experiencing, expressing, or displaying trauma
- o Life Skills Crisis Intervention (LSCI)
- o Wilson Reading System Training and Certification
- o Bullying Prevention: Recognition and Response
- o Child Abuse Mandated Reporter training
- o CIPA: Compliance with the Children's Internet Protection Act
- o Concussion Awareness
- o Cultural Competence and Racial Bias
- o Cyberbullying
- o De-Escalation Strategies
- o Discrimination Awareness in the Workplace
- o Diversity Awareness: Staff-to-Student
- o First Aid
- o General Ethics in the Workplace
- o Head Lice
- o Health Emergencies: Life Threatening Allergies
- o Making Schools Safe for LGBT Students
- o Medication Administration: Epinephrine (EpiPen) Auto-Injectors
- o Sexual Harassment: Staff-to-Student
- o Sexual Harassment: Student Issues & Response
- o Sexual Misconduct: Staff-to-Student
- o Student Mental Health
- o Youth Suicide: Awareness, Prevention, and Postvention
- o MCAS Administration training and security requirements

Additionally, HVM's Special Education Teachers and Special Education Director were responsible for facilitating all initial, annual, reevaluation, and transition IEP meetings for students in grades K-8. Currently, HVM supports approximately 63 students on IEPs and approximately 24 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, Guidance Counselor, and School Nurse were responsible for writing and implementing the 504 Plans. HVM employs a full-time, salaried Speech and Language Pathologist. HVM contracted services for students in need of Physical Therapy and Occupational Therapy via Northeast Rehabilitation.

The EL teacher implemented and monitored the progress of 25 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 Written Language domains. The targeted Title I programs offered intervention in Reading for students at any grade level to reduce deficits and to support teachers with instructional and engagement strategies. HVM has two Title I Specialists providing Reading support and two Math interventionists providing Math support with children in the Lower Elementary, Upper Elementary and Middle School. The Title I Specialists and Math interventionists 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 115 students received some level of Title I Reading and/or Math support. Approximately 100% of our instructional staff (lead classroom teachers, interventionists, and SPED teachers) have completed the Sheltered English Immersion (SEI) course.

During the 2024-2025 school year, a point of emphasis at HVM continued to be recognizing, identifying, responding to, and addressing “unfinished learning” in our students, with a focus on providing accelerated “just-in-time” scaffolding approach to personalize instruction and help students master specific academic tasks, skills, and/or concepts. HVM conducted its Reading (Pathways and DIBELS) and Math (Star) benchmark assessments beginning in mid-September. These formal assessments – combined with the standard daily and weekly informal observations and assessments conducted by our Montessori teachers and coaches -- served to determine which students needed extra help and which ones will be more academically challenged. Understanding that a Lower Elementary third grader might have been working at a second grade level, for instance, allowed classroom staff (Lead Teachers, Classroom Assistants) and our support teams to review content and standards one grade level below and formulate a Montessori-driven curriculum plan to address potentially missed content.

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

## ORGANIZATIONAL VIABILITY

### Criterion 10: Finance

For a copy of HVM’s unaudited FY25 statement of revenues, expenses, and changes in net assets, please refer to Profit & Loss Statement in Appendix E.

For a statement of net assets for FY25, please refer to the Balance Sheet in Appendix E.

For a detailed copy of HVM’s FY26 budget, please refer to the Board-Approved FY26 Budget in Appendix E. This budget was approved by the HVM Board of Trustees on June 26, 2025.

FY26 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 14, 2025 submission	306
Number of students upon which FY26 budget tuition line is based	306
Number of expected students for FY26 first day of school	306
Please explain any variances:	

At present, HVM has one capital project in process.

Project Description	Current Status	Estimated Date of Completion	Current Estimated Cost	How is/will this project be financed?
Roof Repair/Recoating to resolve leaking and prevent further degradation.	Planning. Reviewed bids and selected contractor. Developing work schedule.	October 2025	\$216,000	Existing ERTC funds will be used to fund the project.

## APPENDIX A: Accountability Plan Evidence 2024-25

### Faithfulness to Charter

	<b>2024-25 Performance M (Met) NM (Not Met)</b>	<b>Evidence</b> (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
<b>Objective: HVM will provide an authentic Montessori learning environment that reflects best practices for public Montessori education.</b>		
<p><b>Measure:</b> By year three of the charter term, 90% of HVM's K, Lower EL, and Upper EL classes (11 classrooms in total) will score a 4 or higher on the DERS assessment (Developmental Environment</p> <p>Rating Scale). This assessment is created by the National Center for Montessori in the Public Sector. The DERS assessment will be conducted two times per year by the Montessori Academic Director. This will show growth across each individual year as well as overall growth over three years.</p>	<b>NM</b>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number and percentage of students in K, Lower EL, and Upper EL classes that score a 4 (Optimal category) on the DERS assessment: 9 classrooms scored in the "optimal" category, representing 80% of classrooms assessed.</i></li> </ul> <p>Data collection plan:</p> <ul style="list-style-type: none"> <li>• Academic Director collects data and reviews with the administrative team</li> <li>• Fall and Spring of each year</li> <li>• Administrative and coaching files</li> </ul> <p>Plan for the future:</p> <ul style="list-style-type: none"> <li>• Continue to offer robust Montessori training, coaching, and opportunity for reflection to meet the goal by year 3 of the charter term, as stated in the accountability plan</li> </ul>
<p><b>Measure:</b> By the end of the charter term, HVM will have enrolled at least 6 community members from underserved</p>	<b>NM</b>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number of community members enrolled in a Montessori orientation course: 0</i></li> <li>• <i>The racial/ethnic identities of these community members: n/a</i></li> </ul>

<p>populations – communities of color -- in the greater Haverhill community into [a] Montessori orientation course[s]. HVM will partner with an AMS- or AMI-affiliated training organization to provide [a] Montessori orientation course[s] for global majority populations in the greater Haverhill community. (The outcome of a successful partnership will be to open the doors to a deeper understanding of Montessori education in the Haverhill community and to use the orientation course[s] for creating a sustainable employment program committed to providing viable employment opportunities at HVM for low-income and/or ethnically-diverse populations and culturally-rooted communities and neighborhoods.)</p>		<p>Plan for the future:</p> <ul style="list-style-type: none"> <li>• 20 hr. Montessori Orientation course purchased, staffed, and on the schedule for all classroom assistant starting in the fall of 2025</li> <li>• AMI Trainers booked to provide a school wide professional development on Observation on 11/4/25, which will also be open to community members</li> </ul>
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**Objective: Learning experiences at HVM will ensure that all students meet rigorous academic, personal, and social achievement objectives.**

<p><b>Measure:</b> For each year of the charter term, 100% of 7th grade students will achieve an annual growth rate that places them at or above the 50th percentile in Student Growth Percentile (SGP) on the Star Math Assessment.</p>	<p><b>NM</b></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number and percentage of 7th grade students who achieved an SGP at or above the 50th percentile:</i> Of 29 7th grade students assessed with Star Math, the average SGP was 42.4 in the spring of 2025. Our data platform Open Architects does not break down SGP by individual students</li> </ul> <p>Data collection plan:</p>
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		<ul style="list-style-type: none"> <li>• 7th and 8th grade Math teachers</li> <li>• End of each school year</li> <li>• Star Assessment data collection/Open Architects data warehouse/Middle school admin server</li> </ul> <p>Plan for the future:</p> <ul style="list-style-type: none"> <li>• Appointing a dedicated math interventionist for the SY 2025-26 to provide additional support for 7th and 8th grade students to improve their SGP</li> </ul>
<p><b>Measure:</b> By the end of the charter term, 36% of all students in grades 1-6 will be scoring at low risk on their DIBELS assessments, which would indicate a 10% increase from their 2023-24 scores.</p> <p>HVM will implement a uniform, consistent, school-wide reading instruction program based on the Science of Reading and aligned with the Montessori curriculum (the Montessori Reading Acceleration Pathway provided through Montessori for All). The efficacy of this program will be measured through the regular administration of the Reading Acceleration Pathway assessments as well as the DIBELS assessment 3x per year.</p>	<p><b>M</b></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number and percentage of students in grades 1-6 who score at low risk on their DIBELS assessment:</i> of 234 students tested on DIBELS in grades K-6, 42.7% met or exceeded grade level expectations in the spring of 2025.</li> </ul> <p>Data collection plan:</p> <ul style="list-style-type: none"> <li>• Title I reading specialists</li> <li>• 3 times per year</li> <li>• Open Architects (data storage warehouse; data review platform)</li> </ul>
<p><b>Objective: HVM will hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas.</b></p>		

<p>100% of lead teachers will receive a full coaching cycle every month (as defined by Public Montessori in Action). This allows each teacher, regardless of their experience, to receive tailored, individualized feedback.</p>	<p><b>M</b></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number and percentage of teachers who received a full coaching cycle each month: 100% of lead classroom teachers met with the Academic Director (formally Montessori Academic Director) at least once per month to discuss goals, strategies, and successes.</i></li> </ul> <p>Data collection plan:</p> <ul style="list-style-type: none"> <li>• Academic Director will track these meetings and will use survey data to monitor the efficacy of the coaching process</li> </ul>
<p><b>Measure:</b> The surveys will have an 80% response rate with 90% of staff marking “agree or strongly agree” that they are satisfied with the level of support received. This survey will be conducted yearly.</p>	<p><b>M</b></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number and percentage of staff who agreed or strongly agreed that they are satisfied with the level of support they received: approximately 80% of staff surveyed felt generally satisfied with the leadership from the Interim Executive Director, the Special Education Director, and the Academic Director</i></li> <li>• <i>Number and percentage of staff who took the annual staff survey: 72% of FTE staff took the staff survey this year</i></li> </ul> <p>Data collection plan:</p> <ul style="list-style-type: none"> <li>• Academic Director will track these meetings and will use survey data to monitor the efficacy of the coaching process</li> </ul>
<p><b>Measure:</b> HVM will offer two Montessori-focused professional development trainings per year, with AMS- or AMI-trained specialists. These trainings will provide in-depth and rigorous training that will allow staff to reflect deeply on their Montessori pedagogy.</p>	<p><b>M</b></p>	<p>Data to be reported:</p> <ul style="list-style-type: none"> <li>• <i>Number of professional development trainings offered per year with AMS or AMI-trained specialists: 2</i></li> </ul> <p>Data collection plan:</p> <ul style="list-style-type: none"> <li>• Administrative staff to maintain file of Montessori professional development trainings provided</li> <li>• At each professional development training, attendance will be taken to ensure staff are present</li> </ul>

## Dissemination

	<b>2024-25 Performance M (Met) NM (Not Met)</b>	<b>Evidence</b> (Summarize the evidence related to the goal, even if the goal was not met during the 2024-25 school year. Additionally, if progress was not made towards achievement of the goals, provide a summary of the school's plans to make progress towards meeting the goal.)
<b>Objective: HVM will disseminate information regarding public school Montessori education philosophy, theory, curriculum, pedagogy, and/or instructional methods.</b>		
<b>Measure:</b> On an annual basis, HVM will arrange to demonstrate a Montessori literacy lesson to identified teachers or academic personnel in Haverhill Public School district.	<b>NM</b>	Data to be reported: <ul style="list-style-type: none"> <li>• <i>Brief description of literacy lesson information shared: 0</i></li> <li>• <i>Date and time of information disseminated: n/a</i></li> <li>• <i>Number of teachers from Haverhill Public School district who were in attendance: 0</i></li> </ul> Data collection plan: <ul style="list-style-type: none"> <li>• Administrative team to keep record of dissemination activity</li> </ul> Plan for the future: <ul style="list-style-type: none"> <li>• The current administration plans to host a community Open House during SY 2025-26 during which Haverhill Public Schools can observe and discuss a literacy lesson</li> </ul>
<b>Measure:</b> On an annual basis, HVM will arrange to demonstrate a Montessori numeracy lesson to identified teachers or academic personnel in Haverhill Public School district.	<b>NM</b>	Data to be reported: <ul style="list-style-type: none"> <li>• <i>Brief description of numeracy lesson information shared: 0</i></li> <li>• <i>Date and time of information disseminated: 0</i></li> <li>• <i>Number of teachers from Haverhill Public School district who were in attendance: 1</i></li> </ul> Data collection plan: <ul style="list-style-type: none"> <li>• Administrative team to keep record of dissemination activity</li> </ul> Plan for the future: <ul style="list-style-type: none"> <li>• The current administration plans to host a community Open House during SY 2025-26 during which Haverhill Public Schools can observe and discuss a math lesson</li> </ul>

## APPENDIX B: Recruitment & Retention Plan 2025-26

### Recruitment Plan 2025-26

#### 2024-25 Implementation Summary:

Please list the successes and challenges of implementing the school's recruitment strategies from the 2024-25 Recruitment Plan.

##### Successes:

- Hill View Montessori was fully enrolled during the entire 2024-2025 school year
- Hill View Montessori maintained a lengthy waitlist for all grades during the entire 2024-2025 school year
- Hill View Montessori provided approximately 30 individual tours for interested parents throughout the 2024-2025 school year
- Hill View Montessori's Information Sessions were well attended by families interested in learning more about public Montessori education
- Hill View Montessori employs three bilingual employees involved in the recruitment and enrollment process for families.
- Our student outreach materials explicitly state that the school serves all students, including those with IEP's and 504's, and all materials are printed in both English and Spanish.
- During the 2024-25 school year, a Hill View Montessori staff member became certified as a Spanish Language Translator/Interpreter.
- We have increased our engagement with the Haverhill community, including having Middle School students volunteer on three separate occasions with [Somebody Cares New England](#), a 501(c)3 non-profit organization, committed to alleviating hunger, homelessness, and an advocate for children, youth and the elderly.
- We have increased our engagement with [Emmaus House](#), a 501(c)3 non-profit organization that provides emergency shelter and develops affordable housing in the Lower Merrimack Valley to help families and individuals facing homelessness rebuild their lives. We invited all staff and families to participate in a food drive to benefit the shelter, then invited community members to volunteer at their food pantry on Martin Luther King Jr's birthday, as part of our schoolwide Day of Service.
- We have increased our engagement with the Haverhill YMCA, including offering complimentary passes to students and families.

##### Challenges:

- We are working through challenges related to identifying where to do targeted outreach for Haverhill's growing Brazilian/Portuguese-speaking population and Haitian-Creole speaking population. In September 2025, a staff member will complete training to become certified as a Portuguese Language Translator/Interpreter.
- We are working through challenges related to identifying additional locations in the Haverhill community to meet with or provide information to economically-challenged/low income families.

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

**General Recruitment Activities for 2025-26:**

HVM's general recruitment strategies are to:

- Lottery enrollment pop-up banner is the first thing that appears on HVM's website (beginning on July 1 st each year).
- Advertise via flyers and social media in multiple languages.
- Hold Public Montessori Education Information events.
- Update information on the school's website, Facebook pages, etc.
- Provide information directly to parents via weekly/bi-weekly classroom communications as well as through school-wide communication systems.
- Continue to promote the school's name and identity via proactive community outreach, community involvement, and community service.
- Encourage family-to-family outreach. We have found that our current families are often our best informal recruiters of their friends, neighbors and relatives when they use "word of mouth" to share their positive experiences at HVM.

**Recruitment Plan – 2025-26 Strategies**

**Each student group should have its own set of specific and deliberate strategies.**

**Do not repeat strategies below.**

**Students with disabilities**

<p><b>(a) Charter School Dashboard data</b>                  School percentage:                  18.6%                  CI percentage:                  17.5%                  The school <b>above</b>                  CI percentages</p>	<p><b>(b) Continued 2024-25 Strategies</b>  <b>At or Above</b> CI: no enhanced/additional strategies needed  <b>X Met CI: no enhanced/additional strategies needed</b></p> <ul style="list-style-type: none"> <li>• Provide indication of special education services delivery program on the school's website.</li> <li>• Include specific and direct special education information with the school's enrollment materials.</li> <li>• All recruitment materials state explicitly in the languages spoken by the families that "children with special needs are welcome at our school."</li> <li>• The Special Education Director collaborates with the Executive Director and the Lottery Applications/Enrollment Administrative Assistant(s) to provide information to kindergarten applicants with information regarding the school's special education program.</li> <li>• Share HVM SEPAC meeting times and dates with Haverhill's Parent District Council.</li> <li>• During Enrollment Information Sessions, Special Education information presented to/provided to families and all school resources available to serve student needs described (annually).</li> <li>• Continue to deliver flyers that includes identifies Special Education services provided by HVM to over 55 organizations.</li> <li>• Targeted specific local Early Intervention site and continue ongoing relationships there.</li> </ul>
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	<ul style="list-style-type: none"> <li>Ongoing proactive improvement of HVM's SST process (Student Success Team) process.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p>Below CI: list additional and/or enhanced strategies needed. 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>
<b>English learners</b>	
<p><b>(a) Charter School Dashboard data</b></p> <p>School percentage: 8.8%</p> <p>CI percentage: 11.1%</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>All flyers are in multiple languages that publicize the lottery, application process and Montessori education information sessions.</li> <li>Include a Spanish-speaking employee at each of the enrollment sessions as well as at the front desk to field all incoming phone calls/questions.</li> <li>Share recruitment information with local Spanish, Portuguese &amp; Haitian-Creole publications and other general information about the school prior to the January enrollment application process and subsequent deadline.</li> <li>Share flyers with Hispanic churches, specifically the Trinity Episcopal Church, but also others that are identified.</li> <li>Have Spanish translation services available for all enrollment inquiries.</li> <li>Continue to translate all materials into Spanish including on our website.</li> <li>All flyers and announcements will be in multiple languages that publicize the lottery, application process and Montessori education information sessions.</li> <li>Flyers will be primarily distributed during the fall and winter.</li> <li>Continue with active distribution of flyers to all local community organizations such as the YMCA, all local Market Basket locations, Head Start Program, Boys and Girls Club of Haverhill, all local Montessori preschools, Birch Tree Montessori (preschool), and additional public locations throughout the Greater Haverhill community.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><b>Below</b> CI: list additional and/or enhanced strategies needed.</p> <p><b>X Did not meet CI:</b></p> <ul style="list-style-type: none"> <li>Begin translating all relevant documents into Haitian Creole and making them available on our website. Add outreach efforts targeted to recruit this population of students (1 year)</li> <li>Spanish-speaking members of the school staff will participate in community outreach events and information sessions to ensure that native Spanish speakers can fully understand our program and the application process. (1 year)</li> <li>Create and expand variety of promotional materials provided in Portuguese (1 year)</li> <li>Certify a staff member to become a Portuguese Language Translator/Interpreter (1 year)</li> <li>Share success stories and testimonials from EL/LEP families as part of enhanced community outreach (1 year)</li> <li>Offer virtual Open House[s] or Information Session[s] with multilingual options as part of enhanced community outreach (1 year)</li> <li>Collaborate with ethnic media outlets (2 years)</li> </ul>

	<ul style="list-style-type: none"> <li>• Create a parent ambassador program with bilingual/multilingual parent volunteers.(1 year)</li> <li>• Develop partnerships with local businesses employing EL/LEP individuals (2 years)</li> <li>• Ensure staff are trained to support EL/LEP families during enrollment (1 year)</li> <li>• Collect feedback from current EL/LEP families on HVM’s current recruitment efforts (1 year)</li> </ul>
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**Low income**

<p><b>(a) Charter School Dashboard data</b></p> <p>School percentage: 36.3%</p> <p>CI percentage: 53.2%</p> <p>The school is <b>below</b> CI percentages</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to target marketing materials to less affluent neighborhoods by posting flyers in multiple languages in public areas near them.</li> <li>• Continue to distribute flyers in multiple languages to community service agencies (Somebody Cares New England, YMCA, Community Action, Education Services, Salvation Army, and Emmaus House).</li> <li>• Continue to distribute information in multiple languages to low income housing projects.</li> <li>• Continue to publicize that HVM offers a breakfast program.</li> <li>• Continue to publicize that HVM has a variety of healthy snacks available for any student.</li> <li>• Continue to market to community preschools and Head Start programs.</li> <li>• Continue to distribute flyers to approximately 50 local organizations.</li> <li>• Continue to post flyers in multiple languages at the Haverhill Boys and Girls Club, the Haverhill YMCA, Haverhill community athletic programs, and other community-based organizations that tend to serve and support lower income families and their children.</li> <li>• Continue to proactively engage with community resources used by low-income families, including SNAP and WIC/food stamp programs, food pantries, thrift shops, social service agencies.</li> <li>• Continue to provide contact persons with flyers in multiple languages and information regarding Montessori education information sessions, lottery/enrollment information sessions, etc.</li> <li>• Continue to offer childcare at school-hosted information sessions.</li> <li>• Continue to identify community programs similar to the Haverhill Boys and Girls Club, Haverhill YMCA, and Haverhill community athletic programs and proactively establish relationships with these organizations and make information available to organization leaders and post flyers.</li> <li>• Continue to proactively provide promotional materials in multiple languages and Montessori information session and lottery/enrollment announcements made at local Head Start site[s].</li> </ul>
	<p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p> <p><b>X Did not meet CI:</b></p> <ul style="list-style-type: none"> <li>• Host informational sessions, open houses, and family fun days in local community centers, libraries, and parks (2 years)</li> <li>• Further develop collaborations with local nonprofits, religious institutions, and community groups that serve low-income families (1 year)</li> <li>• Reduce the number of half days offered by the school to better accommodate working parents/caregivers/families (1 year)</li> <li>• Ensure multilingual communication and translation services for non-English-speaking</li> </ul>

	<p>families (1 year)</p> <ul style="list-style-type: none"> <li>Engage current parents to act as ambassadors to share their positive experiences and help recruit new families (1 year)</li> <li>Utilize social media platforms to reach and engage with the Haverhill community, highlighting the Charter School's benefits (1 year)</li> <li>Highlight after-school programs and extracurricular activities that may attract parents looking for safe, enriching environments for their children (1 year)</li> <li>Partner with local businesses to display school information and host events (2 years)</li> <li>Share success stories and testimonials from current and former students and families, emphasizing the positive impact of the school on their lives (1 year)</li> <li>Highlight any health and wellness programs the school offers, such as universal free meals, counseling support services, and health screenings performed by School Nurse (1 year)</li> <li>Involve the Charter School in community service projects to raise awareness and demonstrate commitment to the local community (1 year)</li> </ul>
<u>Students who are sub-proficient</u>	<p><b>(d) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>Flyers to local schools announcing HVM's lottery/enrollment information sessions and lottery application process.</li> <li>Regular representation at the Haverhill Parent District Council Meetings, when possible.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>
<u>Students at risk of dropping out of school</u>	<p><b>(e) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to provide Haverhill Public School guidance department with flyers announcing HVM's lottery/enrollment information sessions and lottery application process.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	<p><b>(f) Continued 2024-25 Strategies</b></p> <p>N/A</p>
<p><b>OPTIONAL</b></p> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p><b>(g) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>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.)</li> <li>Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Haverhill Community System of Care, Team Coordinating Agency, Team Haverhill, Northeast Behavioral Health, New England Rehab and outside therapists.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>



## Retention Plan 2025-26

### 2024-25 Implementation Summary:

Please list the successes and challenges of implementing strategies from the 2024-25 Retention Plan.

#### Successes:

- Hill View Montessori continues to enjoy a relatively positive retention program. Attrition continues to primarily be related to families relocating out of state and/or out of reasonable driving distance.
- Relationship-building and teacher-support are prioritized by HVM faculty and staff. We are committed to the belief that students learn best when they feel socially and emotionally safe and so we dedicate significant time and focus into building positive relationships with students and families.
- We also believe that students thrive in the classrooms of teachers who feel supported by school administration and so we provide weekly instructional coaching along with daily support for faculty on maintaining schoolwide rules and routines, reinforcing high expectations, and assisting with student behavioral challenges.
- Our Special Education team provides high quality service delivery to students and stays in compliance with all SPED regulations and standards.
- 100% of all Lead Teachers, Special Education teachers, Title I Teachers, and EL Teachers are identified as SEI endorsed/certified.
- The school's Resiliency Team meets regularly to review the needs of students and to plan for needed support for our most vulnerable students.
- HVM has both a full-time School Counselor and School Social Worker who work with teachers and students on social emotional learning, character development, and mindfulness practices.
- HVM provides a range of professional development opportunities to its staff, including focused instruction in how to deliver high quality math instruction, how to differentiate reading instruction, and how to respond effectively to students who exhibit challenging behaviors in school,
- HVM provides breakfast, lunch, and healthy snacks for any student
- HVM's Physical Education Teacher offers early morning fitness groups for Lower Elementary students to help those students settle into their work period with clear minds and relaxed bodies. He also offers afterschool team and intramural sports to support students and families in the afterschool hours.
- HVM's Academic Director supports all educators in the facilitation of the Montessori pedagogy and the delivery of the Montessori curriculum in each classroom.

#### Challenges:

- As a small school, there are some occasions in which we do not have adequate staffing to support the more extreme social, emotional, or behavioral needs of a small group of students. In these instances, families have left HVM to take advantage of the substantially separate classroom opportunities offered in the local school district.
- With some frequency, families in our community seem to be transitional and move out of state after a short time in Haverhill. In recent years, we have lost wonderful students and families because they have left the state of Massachusetts.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	92.5.0%

Retention Plan – 2025-26 Strategies	
<u>Each group should have its own set of specific and deliberate strategies.</u>	
<u>*Do not repeat strategies below.</u>	
Students with disabilities	
<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> 4%</p> <p><b>1 Standard Deviation:</b> 25.28%</p> <p>The school's attrition is <b>below</b> 1 standard deviation.</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Continue to strengthen the Special Education program through ongoing professional development in both Montessori pedagogical strategies and best practice for student-identified needs.</li> <li>Continue to improve early intervention/early identification process through proactive improvement of the Student Success Team process.</li> <li>Collect exit data from departing families, when applicable.</li> <li>Continue to collect data from annual Special Education Department Parent Survey.</li> </ul>
	<p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p>
English learners	
Limited English-proficient students	
<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> 12.5%</p> <p><b>1 Standard Deviation:</b> 21.23%</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>Continue to provide students with ELL-trained teacher(s) and SEI-certified teachers.</li> </ul>

<p>The school's attrition is <b>below</b> 1 standard deviation.</p>	<ul style="list-style-type: none"> <li>• Continue to offer interpreters/translators at Parent-Teacher conferences.</li> <li>• Continue to translate parent information documents and provide Google translate links on all documents.</li> <li>• Continue to host multi-cultural events.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p>
<b>Low Income</b>	
<p><b>(a) Charter School Dashboard data</b></p> <p><b>School percentage:</b> 8.2%</p> <p><b>1 Standard Deviation:</b> 23.04%</p> <p>The school's attrition rate is <b>below</b> 1 standard deviation.</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><b>At or below</b> 1 standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to support families with identified needs utilizing our School Social Worker, Social Work Interns (master's level), School Counselor, Dean of Students, Student Success Team, Family Outreach and Student Support Team, and Community Services.</li> <li>• Continue to subsidize school field trips and student activities so that 100 percent of students may participate.</li> <li>• Continue to subsidize school book fair vouchers so that 100 percent of students may purchase books.</li> <li>• Continue to coordinate with the school's vended meal service company to offer appealing lunches and breakfasts.</li> <li>• Continue to make available unused fruit and a wide variety of healthy snacks to any student during the day.</li> <li>• Continue to provide breakfast program.</li> </ul> <p><b>(c) 2025-26 Enhanced/Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a summer session for children in need of sustaining learning engagement.</li> <li>• Continually assess/benchmark reading and math proficiency.</li> <li>• Improve early intervention identification process through a highly proactive Student Success Team process.</li> <li>• Actively monitor Title 1 Reading and Math student intervention</li> </ul>

	and classroom support services throughout the year. <b>2025-26 Additional Strategy(ies), if needed</b>
<u>Students at risk of dropping out of school</u>	<b>(e) Continued 2024-25 Strategies</b> <ul style="list-style-type: none"> <li>• Provide support from Dean of Students, School Social Worker, Social Work Interns (master’s level), School Counselor, Student Success Team, Family Outreach, Student Support Team, and outside counselors to students and parents.</li> <li>• HVM does not have drop outs.</li> </ul> <b>2025-26 Additional Strategy(ies), if needed</b>
<u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u>	<b>(f) Continued 2024-25 Strategies</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>2025-26 Additional Strategy(ies), if needed</b>

## APPENDIX C: School Data Tables

### Administrative Roster and Staff Attrition Data.

Administrative Roster During the 2024-25 School Year			
Name	Title	Start Date in Current Role	End Date (if no longer employed at the school)
Phil Arnold	Executive Director	7/2018	2/22/25
Signe (Ginger) Whitson	Interim Executive Director	2/22/25	
Signe (Ginger) Whitson	Dean of Students	7/21	
Niamh Dolan	Special Education Director	7/20	
Hannah Herklotz	Academic Director	7/22	
Tai Polanco	School Operations	1/24	
Dennis Solano	Facilities Director	9/21	

Teacher and Staff Attrition for the 2024-25 School Year				
	Number employed as of the last day of the 2024-25 school year	Number of departures during the 2024-25 school year	Number of departures following the end of the 2024-25 school year through July 31 <sup>st</sup>	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	47	3	7	1 resigned mid-year because she moved out of state. 2 were terminated mid-year 1 resigned to take a lower-level (From Lead teacher to Assistant teacher) job at her child's school, closer to home 1 resigned to pursue his Master's degree at a school with a licensed P. E. teacher 1 teacher's contract was not renewed 1 resigned due to an out of state re-location 3 Building Substitutes resigned due to revised pay structure from FT to hourly
Other Staff	13	1	2	1 came to a mutual decision with the Board of Directors to terminate employment mid-year. 1 resigned for a similar position with better hours and better pay at a nearby school 1 resigned for a new career path that offered better hours and better pay

Board Membership During the 2024-25 School Year					
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served on the Board	Length of Each Term (start and end date in MM/YY format)	Final Year of Service Possible Based on Term Limits in Bylaws
Jeff Hood	Chair	Committee on Trustees	2	Term 1: 2/2021 thru 2/2024; Term 2: 2/2024 thru 2/2027	2027
Ryan Turner	Vice Chair	Development	2	Term 1: 2/2019 thru 2/2022; Term 2: 2/2022 thru 2/2025	2025
Veronica Guzman	Treasurer	Finance	2	Term 1: 7/2020 thru 7/2023; Term 2: 7/2023 thru 7/2026	2026

Sandra-Lee Thompson	Trustee	Committee on Trustees	1	4/2021 to 9/2024	2024
Jennifer Edokpolor	Trustee	Committee on Trustees	1	4/2022 to 6/2025	2025
Allysha Roth	Trustee	Accountability	1	8/2022-6//2025	2025
Sarah Brush	Trustee	Development	1	7/23	2029
Kristin Laureano	Trustee	Accountability	1	7/23	2029
Paul Carelis	Secretary	Committee on Trustees	1	10/24	2030
Jeff Landry	Trustee	Finance	1	10/24	2030
Ganesh Kumar	Trustee	Finance	1	3/25	2031
Jeannette Rucker	Trustee	Accountability	1	3/25	2031
Phil Arnold	Executive Director, ex officio				
Signe (Ginger) Whitson	Interim Executive Director, ex officio				

**[Board and Committee Meeting Notices](#)**

**APPENDIX D: Conditions, Complaints, and Attachments**

**Conditions *(if applicable)***

- HVM is not operating with any conditions.

**Complaints**

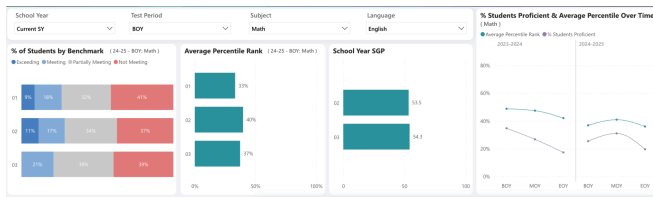
- **[Board of Trustees Contact Information](#)**

Date	Summary of Complaint	Summary of Complaint Resolution
	The board of trustees did not receive any written complaints during 2024-25	N/A

**Attachments (if applicable)**

**Attachment A:**

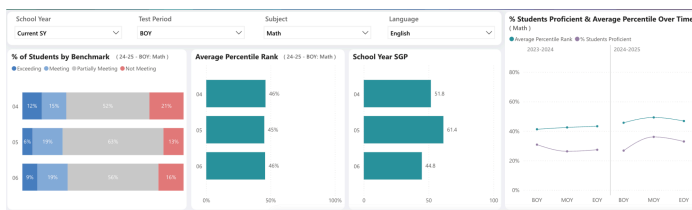
**STAR - Lower Elementary BOY**



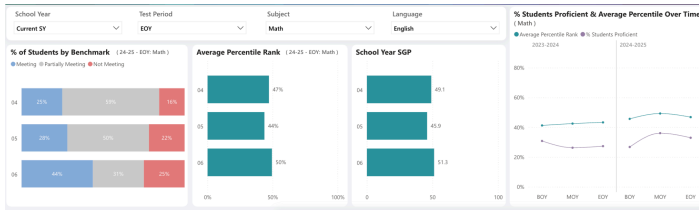
**STAR - Lower Elementary EOY**



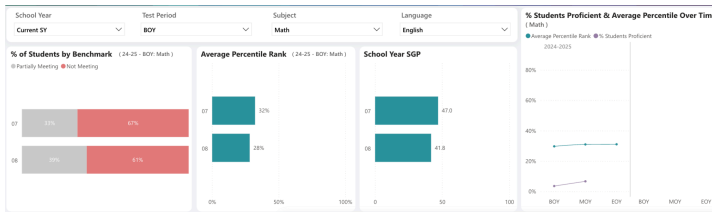
**STAR - Upper Elementary BOY**



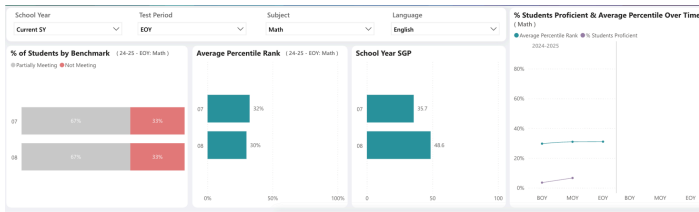
**STAR - Upper Elementary EOY**



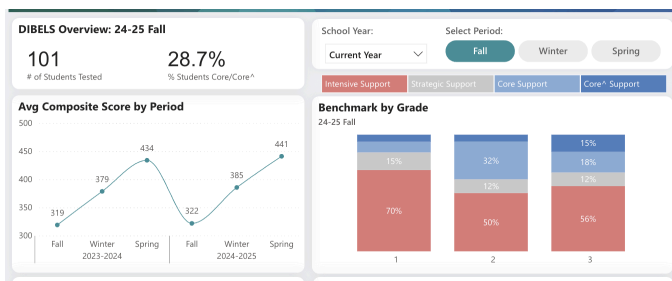
## STAR - Middle school BOY



## STAR - Middle school EOY

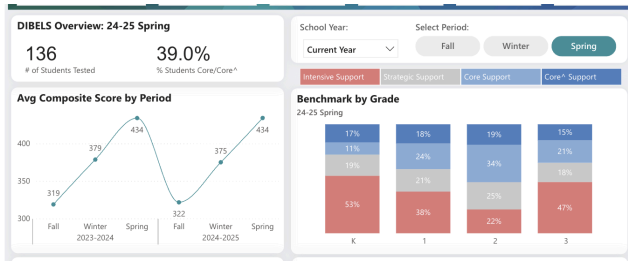


## DIBLELS Kindergarten + Lower elementary BOY

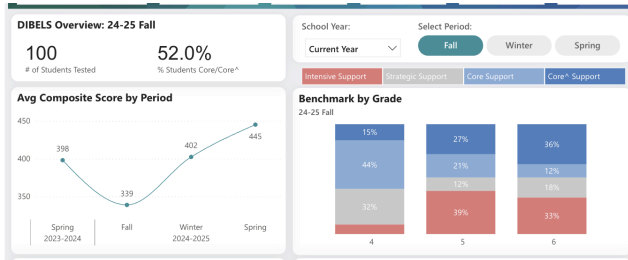


## DIBLELS Kindergarten + Lower elementary EOY

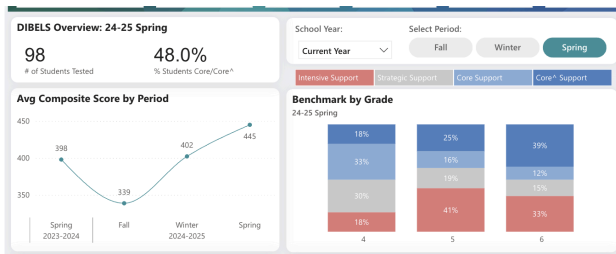




### DIBELS Upper elementary BOY



### DIBELS Upper elementary EOY



## APPENDIX E: Finance

### Profit & Loss Statement, FY25

HILL VIEW MONTESSORI CHARTER SCHOOL & COMPONENT UNIT  
STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2025 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2024
<b>REVENUES</b>			
District Funding (per pupil)	\$ 5,060,046		\$ 5,060,046
On behalf of Fringe & Transportation	570,145		570,145
Government Grants & Funding	342,765		342,765
Private Support			-
Contributions - Component Unit	6,924		6,924
Contributions - Individuals & Foundations	9,952	73,009	82,961
<b>Total: Private Support Funding</b>	<b>16,876</b>	<b>73,009</b>	<b>89,885</b>
Interest & Dividends	49,863	106,341	156,204
Miscellaneous	825,326	33,000	858,326
<b>Total Revenues</b>	<b>\$ 6,865,021</b>	<b>\$ 212,350</b>	<b>\$ 7,077,371</b>
<b>EXPENSES</b>			
Salaries & Related	4,180,589		4,180,589
On behalf of Fringe & Transportation	570,145		
Administrative Costs	68,339	3,604	71,943
Professional Fees	188,216		188,216
Instructional Services	385,131		385,131
Other Student Services	188,630		188,630
Operation & Maint of Plant	309,946		309,946
Grant Expense - Component Unit		6,924	6,924
Depreciation & Amortization	79,451	126,226	205,677
Advancement		14,742	14,742
Other Costs	249,940	137,830	387,770
<b>Total Expenses</b>	<b>\$ 6,220,387</b>	<b>\$ 289,326</b>	<b>\$ 6,509,713</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 644,634</b>	<b>\$ (76,976)</b>	<b>\$ 567,658</b>

# Balance Sheet FY25

HILL VIEW MONTESSORI CHARTER SCHOOL & COMPONENT UNIT  
STATEMENT OF NET ASSETS AT JUNE 30, 2025 - UNAUDITED

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2024
<b>Current Assets</b>			
Cash and Cash Equivalents	1,844,328	151,536	1,995,864
Accounts Receivable	51,441	1,000	52,441
<b>Other Current Assets</b>			
Prepaid Expenses	35,807		35,807
Lease Receivable		142,058	
<b>Total Other Current Assets</b>	35,807	142,058	177,865
<b>Total Current Assets</b>	35,807	294,594	330,401
Fixed Assets, net of depreciation	474,410	1,846,742	2,321,152
<b>TOTAL ASSETS</b>	<b>\$ 2,405,986</b>	<b>\$ 2,141,336</b>	<b>\$ 4,547,322</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	18,278	6,924	25,202
Credit Cards	3,151		
<b>Other Current Liabilities</b>			
Accrued Expenses	16,362		16,362
Payroll Withholdings	32,440		32,440
Deferred Revenue	403,788	17,764	
Other Current Liabilities	16,402	2,783	19,185
Lease Liability	236,284		
Bond Payable	236,284	2,114,325	2,350,609
<b>Total Other Current Liabilities</b>	941,560	2,134,872	3,076,432
<b>Total Current Liabilities</b>	962,989	2,141,796	3,104,785
<b>TOTAL LIABILITIES</b>	<b>\$ 962,989</b>	<b>\$ 2,141,796</b>	<b>\$ 3,104,785</b>
<b>Net Assets</b>			
Retained Earnings	798,363	76,516	874,879
Net Income	644,634	(76,976)	567,658
<b>Total Net Assets</b>	<b>\$ 1,442,997</b>	<b>\$ (460)</b>	<b>\$ 1,442,537</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>\$ 2,405,986</b>	<b>\$ 2,141,336</b>	<b>\$ 4,547,322</b>

# Board-Approved FY26 Budget

		FY26 Budget
	Enrollment Haverill PPT	306 17,434
<b>A Revenues</b>		
	Tuition	5,334,804
	Grants	229,509
	Nutrition Program	155,000
	Fundraising	10,000
	Foundation Contribution	10,000
	Misc. Income	
	Interest Income	2,500
	E-Rate Funding	13,560
	<b>Total Revenues</b>	<b>5,755,373</b>
<b>Expenses</b>		
<b>1</b>	<b>Personnel Salaries</b>	3,780,682
	Fringe Benefits	378,068
	Work Comp	32,000
	Payroll Taxes	130,262
	<b>Total 5000 · Personnel Costs</b>	<b>4,321,012</b>
<b>2</b>	<b>Administrative Costs</b>	
	Recruitment and Advertising	5,000
	Contr Serv - Technology	55,000
	Supplies & Materials - Admin	12,500
	Supplies & Materials - IT	12,000
	Dues, Subscriptions & Other Exp -Admin	61,994
	Contr Serv - Audit	21,825
	Contr Serv - Legal	500
	Contr Serv - Human Resources	50,980
	Contr Serv - Business & Finance	65,000
	<b>Total 5100 · Administrative Costs</b>	<b>284,799</b>
<b>3</b>	<b>Instructional Services</b>	
	Contr Serv - Other Teaching	147,863
	Instructional Copier	9,240
	Instructional Furniture & Equip.	12,000
	Instructional Supplies	60,000
	Contr Serv - Prof Development	77,243
	Contr Serv - Montessori Training	22,000
	Travel & Other Exp -Prof Develop	2,500
	Instructional Software	14,316
	Instructional Hardware	7,500
	<b>Total 5200 · Instructional Services</b>	<b>352,662</b>
<b>4</b>	<b>Other Student Services</b>	
	Field trips/Student clubs	20,000
	Nurse/Athletics/Food/Other activities	10,000
	Fundraising	2,000
	Nutrition Program	165,000
	<b>Total 5300 · Other Student Services</b>	<b>197,000</b>
<b>5</b>	<b>Facility &amp; Other Fixed Costs</b>	
	Maint of Buildings &Permits	83,700
	Utilities	115,000
	Maintenance Supplies	25,000
	Capital Lease Interest & Rent	126,000
	Insurance (non-employee)	61,037
	Networking & Communications	19,347
	Depreciation	80,000
	<b>Total 5400 · Facility &amp; Other Fixed Costs</b>	<b>510,084</b>
	<b>Total Expenses</b>	<b>5,665,556</b>
	<b>Change in Net Position</b>	<b>89,817</b>
	<b>Capital/Building Reserve</b>	<b>75,000</b>
	<b>Net Income</b>	<b>14,817</b>