



# South Shore Charter Public School

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## 2022-2023 Annual Report

August 1, 2023

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### Introduction to the School

Name of School: South Shore Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Norwell, MA
Regional or Non-Regional	Regional	Districts in Region	Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, Whitman
Year Opened	1995	Year(s) Renewed	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	1,075	Current Enrollment	1060 as of 6/15/2023
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2022-2023 school year	180	Students on Waitlist	582 as of 6/30/2023
School Hours	8:15am-3:00pm	Age of School	28 years
Mission Statement: Inspiring every student to excel in academics, service, and life			

## **From the Chairman of the Board of Trustees**

June 2023

On behalf of the Board of Trustees, I am pleased to present the 28th Annual Report of the South Shore Charter Public School. Established in 1995, South Shore Charter stands as one of the oldest charter schools in Massachusetts, educating students from over 26 school districts on the South Shore. The Annual Report provides clear evidence that the School has achieved its primary academic and institutional goals, meeting the objectives outlined in the plan for Organizational Viability and Faithfulness to the Charter. South Shore Charter has evolved over the years, reflecting necessary change to meet the needs of an increasingly diverse student population. Our dedication to inspiring every student to excel in academics, service, and life remains unwavering.

Contained within the pages of this Annual Report, you will discover how our comprehensive educational programming and unparalleled focus on student support have served as building blocks for our school community as we built back from the global pandemic. As a full inclusion school, we proudly serve as a resource for other charter schools and districts. Our English Language Learner community continues to grow, bringing a wealth of diverse languages and cultures to our classrooms. Moreover, our college preparatory curriculum and rigorous academics continue to draw students from neighborhoods throughout the South Shore. This year's report showcases significant educational achievements and milestones:

- Eight members of the Class of 2023 were awarded the Seal of Biliteracy for their high proficiency in another language and English
- Eighteen members of the Class of 2023 joined the "Fraternity of 13" celebrating that they had been students of South Shore Charter since kindergarten, representing a 41% retention rate over a thirteen year period
- For the third consecutive year, graduates of South Shore Charter have been accepted to Ivy League and top tier colleges and universities.
- Launched a new 1.4 million dollar transportation program providing bus routes to all sending districts at no cost to families
- Awarded \$1,062,000 in federal and state grants for curriculum, professional development, and targeted educational programming

Throughout the academic year, South Shore Charter has prioritized the well-being of students with a strong emphasis on social and emotional health. This year the school launched the new PATHs and EMOZI curricula for grades K-8 and enhanced the high school advisory program to address social-emotional needs. Directed efforts toward establishing a school culture that acknowledges the importance of each student's development and fosters essential skills in building relationships have prevailed throughout the year. .

As we near our 28th year, the outlook for our school is a positive one. We continue to uphold our dedication to project-based learning and remain dedicated to service learning. This year we will reach within our school community as well as the outside community to develop a new Strategic Plan. We proudly remain a sought after school of choice for many families on the South Shore. With enthusiasm and anticipation, we await the upcoming school year and the panoply of extraordinary moments that await in the years to come.

Respectfully submitted,  
Edwin Rivera

## FAITHFULNESS TO CHARTER

### Mission and Key Design Elements

The South Shore Charter Public School remains steadfast in its mission of inspiring every student to excel in academics, service, and life. This mission prevails throughout the campus; whether it involves presenting at the Civics Project Showcase, performing in the Music Ensemble Concert, managing one of the school stores, student presentations across grade levels, community service clean-ups, showcasing portfolio work at the Fashion Show or Spring Art Show, engaging in Mock Trial, or being part of an athletics team, student life encompasses the core principles that established the school in 1995 and has evolved into much more. At the heart of the school's mission is a dedication to project-based learning, complemented by a distinctive educational framework that enhances standards-based curriculum standards with both hands-on and inquiry-based learning. This is particularly evident in the school's Projects (K-8) and Workshops (9-12) programs.

SSCPS is dedicated to empowering students to achieve academic excellence, serve their communities, and prepare for their future in college and careers. This year, particular emphasis was placed on prioritizing student mental health and well-being in the aftermath of the COVID-19 pandemic. Teachers and staff worked tirelessly to alleviate student anxiety and create a supportive atmosphere throughout the school day. Students actively contributed to rebuilding the sense of community, using their creativity to find innovative approaches. Teachers and students dedicated themselves to fostering a learning environment where every student felt safe and valued. The school community consistently emphasized its identity and core values. The reintroduction of Projects and Workshops provided opportunities for students and faculty to cultivate relationships, collaborate, pursue interests, set goals, and address community needs. Notably, students delivered impressive Exhibitions of Mastery at all levels, demonstrating their learning through hands-on experiences. By working together as a team, students grasped the significance of teamwork, communication, service, and organization within the project-based learning model. The continuous support from families, faculty, staff, and trustees has been deeply appreciated.

At the upper levels, students continue to remain engaged in the School's governance model. Students elected a governing student body, representatives to the School Council, and a high school student member who had voting rights on the Board of Trustees was again elected at the high school. The School furthered its commitment to college and career readiness by ensuring that every high school senior fulfilled a college course requirement before graduating. Additionally, seniors took their capstone Ethics course with the Senior Debates as their Exhibition of Mastery, and the School implemented a financial literacy program for students in grades eleven and twelve for the third consecutive year. Graduating seniors were given the opportunity to undertake internships as part of their Senior Project. These internships were available in various settings, including schools, local businesses, and hospitals. The School maintained its dual enrollment program with Massasoit Community College and successfully conducted SAT and PSAT exams as scheduled.

Teachers engaged in cross-grade level team meetings to collaboratively review data and make recommendations and modifications to classroom instruction and planning. Professional development sessions spanned over 30 hours per year and were conducted within each department throughout the academic year. A substantial portion of time incorporated into the school year through monthly half-day sessions, after school, and during the school day, was allocated to analyzing assessment data, prioritizing educational standards, and devising strategies for student interventions. Faculty collaborative effort continued to reinforce both horizontal and vertical alignment of curricula. This iterative process ensured that students met and surpassed the goals established in the Massachusetts Curriculum Frameworks. Detailed information on these processes may be found in the *Program Delivery* section of this report. Moving forward, the focus remains on ensuring that each student feels secure, supported, and prepared for social, emotional, and academic growth in the upcoming school year.

The Key Design Elements of the South Shore Charter Public School may be found in Appendix A. The first five objectives are listed under *Faithfulness to Charter*.

**Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.**

This objective has two measurement elements. Measure: 100% of SSCPS students will participate in Projects/Workshops. Each year a minimum of 80% of SSCPS students in grades 5-12 will earn a score of 80% or better in their Project/Workshop courses and on their Exhibitions of Mastery projects. Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the Exit Standards for that Level. Both measures were met as stated within the evidence: *All SSCPS students participated in Projects and Workshops. 614 out of 647 or 95% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses. 296 out of 325 students leaving a Level successfully completed the internal and external performance evaluations that are outlined in the Exit Standards for that Level. Those Exit Standards were modified during the 2019-2020, 2020-2021, and 2021-2022 school years.*

**Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.**

This objective has two measurement elements. Measure: All SSCPS students will participate in inclusion classes. At the high school level 30% of DESE classified High Needs students will successfully complete Honors and/or AP coursework annually. Measure: Annually, 90% of students in grades 5-12 will report feeling physically and emotionally safe at school. 90% of students in grades 5-12 will be able to identify an adult at school they are comfortable talking to when they are struggling. Sixty percent of students will respond to the survey. The first measure was met with evidence: *All SSCPS students participated in inclusion classes. At the high school this year 92 out of 178, or 52%, of high needs high school students successfully completed Honors and/or Advanced Placement coursework.* The second measure was not met: *The School met parts of this measure. In grades 5-8 90% of students reported feeling emotionally safe meeting the measure with 87.3% reporting that they feel physically safe. At the high school level 81.7% of students reported feeling emotionally safe falling short of the measure, while 91% reported feeling physically safe meeting the measure. 81.55% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 482 out of 650 students, or 74% responded to the survey.*

**Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.**

This objective has two measurement elements. Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year. Measure: Annually, 90% of all students will meet the community service requirement. The measures were met as stated with evidence: *This year 46 out of 58 or 79% of Projects and Workshops participated in community service over the course of the year. With the relaxing of COVID restrictions, more Projects and Workshops took on community service initiatives beyond the School's walls by working with homeless shelters, nursing homes, and food banks within the School's sending district. The School slowly shifted back to pre-pandemic support of community service, measuring completion as students bridged to the next level. 368 out of 409 or 90% of students met the pandemic-prorated requirement for leaving their respective Level.*

**Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.**

This objective has three measurement elements. Measure: 100% of SSCPS seniors will participate in an off-campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation. Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam. Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT. The first measure was met: *All graduating students either participated in an internship or completed an Independent Study project.* The second measure was not met: *19 out of 77 or 25% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.* The third measure was met: *67 out of 68 or 98.5% of eleventh-grade students participated in the SAT. The mean total score for SSCPS students was 1019. The state average was 969 and the national average was 955. In the aggregate SSCPS students exceeded the state average by 50 points.*

**Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.**

This objective has two measurement elements. Measure: The faculty will regularly meet in cross-grade level teams to revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year-long, departmental professional development that exceeds 30 hours per year. Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year. Both measures were met: *Teachers met weekly both by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions. Cross-level Project and Workshop work returned this school year. Forty-eight out of 58 Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.*

The last objective is listed under *Dissemination*.

**Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.**

This objective has three measurement elements. Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences. Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students. Measure: SSCPS Staff members will join other districts at the National Anti-Racism Teach-in annually to launch a school-wide initiative which will directly address the current national narrative. All three measures were met:

1. *As opportunities to attend educational consortiums and conferences remain limited, this year faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and hosting visiting teams.*
2. *The Director of Learning Services hosted visitors from other charter schools to share best practices for designing and implementing a fully inclusive program... The High School Learning Services Coordinator participated in monthly Interagency Team Meetings that included representatives from other charter schools, sending districts, adult agencies, and adult support programs to discuss practices/supports for students leaving high school in need of post-secondary support services.*
3. *This year SSCPS was a bronze-level sponsor of the NARTi conference. Six staff members attended the National Anti-Racism Teach-In in August. The School continued to promote inclusive and anti-racist practices through curriculum choices, professional development, and community outreach. This year this work included new affinity-based groups at the middle and high school levels, faculty implicit bias training, and a speaker series targeting SSCPS families. Additionally, six members of the faculty and staff participated in year two of the DESE/TNTP statewide initiative Teacher Diversification Professional Learning Community to continue much of the NART work. South Shore Charter received a grant from the state during the 2021-2022 school year to support teachers through tuition reimbursement and participation in this program. Key elements include exploring how teacher racial and ethnic diversity is essential to our students and school community; reviewing our current talent management practices; incorporating the experiences of students and teachers; and using that information to set goals. Faculty participants have proposed adjustments to recruitment and retention. The goal of this work is to create a long-term faculty diversification strategy to be included in the South Shore Charter Strategic Plan.*

**Amendments to Charter**

There have been no amendments requested during the 2022-2023 school year.

### Access and Equity: Discipline Data

A. South Shore Charter Public School's student discipline data:

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&>

B. Data for Student Discipline for the 2021-2022 school year as published on the Department of Elementary and Secondary Education website:

<b>2021-22 Student Discipline</b> <a href="https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&amp;orgtypecode=5&amp;=04880000&amp;">https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&amp;orgtypecode=5&amp;=04880000&amp;</a>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1,081	23	0.6	1.8	0
EL	123	1			
Economically Disadvantaged	405	9	1.0	1.5	
Students with Disabilities	246	10	1.2	3.7	0
High Needs	663	18	0.9	2.3	0
Female	535	8	0.4	1.3	
Male	542	15	0.9	2.2	0
American Indian or Alaska Native	5	0			
Asian	77	0			
African American/Black	386	11	0.5	2.3	
Hispanic/Latino	75	2			
Multi-race, Non-Hispanic/Latino	67	3			
Native Hawaiian or Pacific Islander	0				
White	471	7	0.8	1.3	0

C. Please describe what the school is doing to reduce the use of in- and out-of-school suspensions rates and address disparities of rates among subgroups. Please describe how the school monitors its student discipline systems and processes. If applicable, please describe any recent changes in the school's approach to student discipline.

The challenge of student discipline during the 2021-2022 school year is reflected in the data table above. As we returned to full in person schooling, many students faced difficulties navigating social interactions after months of separation and isolation. Students had fallen out of their learning routine and conflict frequently resulted from these challenges. While the suspension rate at SSCPS during the 2021-2022 school year remained well below the state average, more students served suspensions both internally and externally than had in the pre pandemic years. Recognizing this challenge, the faculty and staff at SSCPS did significant work to find effective ways to address disciplinary infractions without excluding students from school over the past two years.

Last school year Restorative Justice efforts were restarted at the middle school level and this school year this initiative extended to the high school. Teachers in grades K-8 implemented a new social-emotional learning curriculum, PATHS in grades K-5 and Emozi in grades 6-8. At the high school level, the faculty led a dynamic faculty-created Advisory curriculum that focused on social-emotional learning, relationship building, and conflict resolution. School events and traditions that were difficult to execute during the pandemic returned, contributing positively to school culture. The high school increased supervision during unstructured times, began using a new hall pass system, and worked to develop

common practices across classrooms. Ultimately, these efforts resulted in significantly fewer suspensions during the 2022-2023 school year than during the 2021-2022 school year. The number of students disciplined dropped to seven in 2022-2023 from twenty-three in 2021-2022, a reduction by 70% in the total number despite higher enrollment.

### Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (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.)
Social-Emotional Learning Resources	Early Childhood Education Program Quality Workgroup (PQW) SEL Subcommittee	June Fontaine, Level I Teacher	Served on the <a href="#">Early Childhood Education Program Quality Workgroup SEL Subcommittee</a> , the resources compiled were distributed to early childhood educators across the data	Social Emotional Learning Resources are posted on the <a href="#">DESE Early Learning Resources webpage</a> and are used by educators across the Commonwealth
High School Advisory, Focused Instructional Time, and Workshop model	Correspondence and visit by a team from St. George Monoux College (High School) London	Christophe Teulet-Cote, High School Assistant Principal Angie Pepin, K-12 Principal	Administrative team from <a href="#">St. George Monoux College</a> in London, a school focused on preparing students aged 16-18 for higher education	Visit agenda, documents outlining best practices from both schools
Transitional Planning & supports for students with disabilities post-secondary.	Monthly interagency meetings with different stakeholders that provide support & resources for students with disabilities aging out.	Michelle Gallagher, High School Special Education Coordinator	Masshire, local school districts, DDS, MRC, JRI Schools, area collaboratives, Community support INC.	Developed a plan for transitional planning and increased the programming for aging out students at SSCPS.  Worked directly with Best Buddies Pre-Employment program to provide a class option for students outside of the school day to access pre-employment training and practice.
Designing inclusive practices and supporting charter schools in implementing inclusive programming.	Correspondence and visit by faculty from local Charter Schools	Matthew Tondorf, Director of Learning Services	Abby Kelley Foster School	Shared best practices for inclusive programming and program design.
Dealing with trauma in schools, best practices for Pupil Adjustment Counselors	Monthly Job-alike meetings for Pupil Adjustment Counselors	Tanya Ames, Pupil Adjustment Counselor	Local school districts	Sharing best practices and resources to help in dealing with trauma and SEL in schools.

## ACADEMIC PROGRAM SUCCESS

### Student Performance

A. South Shore Charter Public School's School Report Card:  
<https://reportcards.doe.mass.edu/2022/04880550>

B. Additional Evidence of Academic Progress:

During the 2022-2023 school year SSCPS administered a record-breaking 144 Advanced Placement exams. Course offerings in the building included AP® Statistics, AP® Calculus AB, AP® Calculus BC, AP® English Language and Composition, AP® English Literature and Composition, AP® Government and Politics, AP® World History: Modern, AP® Chemistry, and AP® Biology. Additionally, the school participated in the STEM AP® Expansion Opportunity (SAPAO) grant allowing students to take AP® Computer Science Principles, AP® Computer Science A, AP® Physics, and AP® Environmental Science through VHS Learning. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	5	2.6	2-4
Chemistry	2	3	2-4
Calculus, AB	10	1.8	1-5
Calculus, BC	2	5	5
Statistics	16	2.44	1-5
Language and Composition	31	2.71	1-5
Literature and Composition	5	2.6	1-4
World History: Modern	21	3.14	1-5
Government and Politics	28	2.79	1-5
Physics	1	2	2
Macroeconomics	1	5	5
Environmental Science	2	2	2
Computer Science Principles	18	2.72	1-5
Computer Science A	1	4	4
French	1	4	4

The School administered the PSAT to Juniors in October with 100% of students testing. The school administered the SAT school day exam to eleventh grade students in April. Sixty-seven out of 68 or 98.5% of Juniors took advantage of this opportunity. The school restarted testing of students in grade 10 with the PSAT 10 in the spring with 74 out of 77, or 96% of students testing. Eighth graders and ninth graders participated in the PSAT 8/9. Eighty of 90, or 89% of ninth graders tested. Seventy-five out of 80, or 94% of eighth graders participated. These exams provided teachers with excellent data to use as they planned for curricular changes and interventions to close the learning gaps and to accelerate student learning.

Exam	Grade Level	SSCPS Mean Total Score	State Mean Total Score	Total Group Mean Total Score
SAT	11	1019	969	955
PSAT/NMSQT	11	1000	991	986
PSAT 10	10	888	923	895
PSAT 8/9	9	871	883	866
PSAT 8/9	8	832	814	876



The South Shore Charter Public School increased support for early literacy and literacy intervention this school year as teachers continued work to close gaps and accelerate student achievement. The School continued DIBELS 8 administration, assessing all students in grades K-4 three times over the course of the year with additional progress monitoring between assessment periods for those who fell below benchmark. In the summer of 2022 the School provided in person Title I reading instruction to a group of over 50 students. After school intervention through Title I tutoring groups ran from November through April. The DIBELS 8 data for this school year shows a significant increase in the number of K-4 students performing at or above benchmark at the close of the school year.

**DIBELS 8 Data 2022-2023**

Grade Level	Assessment Period	Percentage Well Below Benchmark	Percentage Below Benchmark	Percentage At Benchmark	Percentage Above Benchmark
Kindergarten	BOY	32%	23%	17.6%	27%
	EOY	10.9%	12%	35.6%	41%
Grade One	BOY	26%	23.8%	22.6%	25%
	EOY	9.5%	13%	41.6%	35.7%
Grade Two	BOY	20%	19%	31%	30%
	EOY	10%	22%	32%	36%
Grade Three	BOY	16.9%	11.6%	45.5%	26%
	EOY	15.6%	18%	26%	40%
Grade Four	BOY	19.4%	14.3%	50.6%	20.7%
	EOY	14.2%	18.1%	35%	32.5%

In Kindergarten the percentage of students at or exceeding benchmark grew from 44.6% to 76.6%. In grade one the percentage increased from 47.6% to 60.7%. In grade two the percentage grew from 61% to 68%. While more students left grades three and four reading at or above benchmark this school year than they did last year, the data in these grades does not show the same level of growth over the course of the year that it does for grades Kindergarten, one, and two. This data helped inform decisions to make curricular changes within our literacy program moving into the 2023-2024 school year. It also contributed to the decision to make a change to the Level II model with a shift to self-contained classrooms beginning next year.

All students in grade twelve met the college acceptance requirement this school year. Students were admitted to a range of two-year and four-year public and private colleges and universities.

#### **Class of 2023 College Acceptances**

Bentley University  
 Berklee College of Music  
 Boston University  
 Brandeis University  
 Bridgewater State University  
 Bryant University  
 Colby Sawyer College  
 Connecticut College  
 Curry College  
 Dean College  
 Emmanuel College  
 Fitchburg State University  
 Fordham University

Framingham State University  
 George Washington University  
 Gordon College  
 Harvard University  
 Hawaii Pacific University  
 Hofstra University  
 Holy Cross College  
 Howard University  
 Keene State University  
 Landmark College  
 Loyola University Chicago  
 Marist College  
 Mass College of Art/Design

Mass College of Pharmacy/Health  
 Massasoit Community College  
 Merrimack University  
 Morehouse College  
 Northeastern University  
 Plymouth State University  
 Quincy College  
 Regis College  
 Rochester Institute of Technology  
 Roger Williams University  
 Sacred Heart University  
 Saint Michael's College  
 Salem State University

Seton Hall  
Southern New Hampshire University  
St. John's University  
Stonehill College  
Stony Brook University  
Suffolk University  
Temple University  
University of Arizona  
University of Colorado - Boulder  
University of Connecticut

University of Hartford  
University of Maine  
University of Massachusetts/Amherst  
University of Massachusetts/Boston  
University of  
Massachusetts/Dartmouth  
University of Massachusetts/Lowell  
University of Miami/Ohio  
University of New Hampshire  
University of Rhode Island

University of Salzburg, Austria  
University of Southern Alabama  
University of Southern Maine  
Wentworth Institute of Technology  
Western New England University  
Westfield State University  
Wheaton College  
Xavier University

## **PROGRAM DELIVERY**

### ***Curriculum, Instructional Model, Assessment***

#### **English Language Arts**

Early literacy remained a high priority at South Shore Charter Public School this year as teachers worked to strengthen reading and writing skills impacted by the pandemic. Frequent, comprehensive data collection played a critical role as teachers worked to both identify areas for remediation and acceleration and to modify the curriculum to meet student needs. K-4 teachers administered the DIBELS 8 reading assessment in September, January, and May to monitor progress throughout the school year. Grade level teams met regularly to review assessment data, create intervention groups, and target methodology. Teachers worked collaboratively to design a literacy block with the appropriate balance of phonemic awareness through Heggerty, direct phonics instruction, and reading comprehension through Wit & Wisdom. This balance shifted throughout the year in response to DIBELS data.

K-4 teachers participated in the year-long thirty-six hour course, Keys to Beginning Reading. Teachers used this structured language approach into their classrooms, planning for implementation during regular grade level meetings focused on individual instructional practices from the course. The modules covered included; reading basics, oral language, vocabulary, phonological and phonemic awareness, phonics and advanced word study, fluency, sentence and text structure, comprehension, students with reading disabilities, and reading assessment.

The School applied for and was awarded the Lead for Literacy grant early in the school year. The grant allowed a team that included teachers, the Literacy Coach/Reading Specialist, and the Principal to take part in the Lead for Literacy Institute. The team participated in seven professional development sessions guided by the Lead for Literacy Framework. Outside of the professional development the PLC met biweekly. Together they worked to recognize and support teacher implementation of evidence-based literacy practices in the School's work to improve student reading outcomes. Over the course of the year the team evaluated our current K-5 literacy curriculum, literacy scheduling, intervention practices and structures for collaboration. They considered current assessment practices and reviewed data. This process allowed the team to identify areas of strength and weakness in work that culminated in the creation of a literacy action plan that will guide literacy instruction at South Shore Charter Public School for the next three years.

During the literacy planning process the newly formed literacy team identified the need for a new comprehensive literacy program for grades K-5. The team conducted a comprehensive evaluation of programs ultimately choosing to implement Wonders 2023 in grades K-4 during the 2023-2024 school year with grade five to follow in 2024-2025. The School applied for the Accelerating Literacy Learning through High Quality Instructional Materials grant and was awarded funding to support this initiative. The team also recommended changes to the master schedule to accommodate an extended literacy block, developed a plan for K-4 grade level based PLCs, and advised the extension of DIBELS 8 testing into grade five. These recommendations will be implemented next school year.

The K-8 English Language Arts (ELA) curriculum has maintained its emphasis on writing, comprehension, and global understanding. The curriculum actively promotes teacher involvement and enables the integration of Social Studies/History and ELA curricula, ensuring that texts are modified to fulfill the criteria of the updated Social Studies Curriculum Framework. Teachers in the ELA Department have become a stronger collective. Their sense of purpose has been honed through a focus on student speaking and listening in class. When given regular opportunities to speak and

listen using the TQE method or socratic seminars or small group activities, students have become more confident. Each ELA curriculum meeting brought up student writing in some form and maintained momentum toward achieving the goal of creating confident, competent writers.

Students in grades 5-8 engage with a variety of literary works encompassing diverse genres. The capacity and eagerness to investigate and articulate matters of significance to our students originate directly from the English Language Arts (ELA) classroom and the instructional guidance provided by our teachers. By immersing themselves in the voices of different writers, students unearthed their own unique writing style and embarked on an exploration of their connection to literature and the world they inhabit.

Ensuring vertical alignment between the middle school and high school curricula is of utmost importance. Teachers in these grade levels possess comprehensive knowledge of the texts and skills that students are expected to engage with at each specific grade level. To establish continuity in the school-wide English Language Arts (ELA) curriculum, it is imperative to have dedicated time for teachers to convene and collaborate. During the current academic year, ELA teachers have focused on fostering continuity by familiarizing themselves with the texts and skills that students have previously studied or will study in subsequent grade levels. These reference points are essential for maintaining coherence throughout the school-wide ELA curriculum.

Data meetings at the start of the year indicated the need for deeper instruction for open response questions. The focus has been placed on teaching writing in the classroom. During meetings the ELA team honed a point system for open response questions, that ensured the focus was on content not style. Teachers worked to shift from the style of a paragraph to the content. Teachers reviewed strategies to support students to focus on meaning rather than how it was said. This shift is ongoing as MCAS scores in ELA should reflect that change in emphasis. Furthermore, both middle and high school ELA teachers acknowledge the significance of nurturing the holistic development of students and have collaborated to ensure that success in ELA translates into achievements in other academic domains.

## **Mathematics**

The math department had a productive 2022-2023 school year. The year began with professional development focusing on math fluency skills. Teachers of grades K-12 were provided with a deeper understanding of math fluency and how to incorporate strategies into practice. This set up a foundation for teachers' student learning goals throughout the school year. Along with this professional development, teachers of grades K-8 were given training on the Zearn platform software to supplement and enhance teacher instruction and student learning. Teachers in grades K-8 continued to learn about and utilize iXL to create individualized programs for students that address their needs as identified through assessment. The K-8 faculty performed benchmark testing two to three times this school year through iXL. Teachers used the program to assign topics to individual students to practice during Focused Instructional Time (FIT). Teachers and paraprofessionals were able to pull students for small group instruction based on needs determined both through iXL benchmark testing and in class end-of-module assessments. Growth and progress data gathered from the program was used to create small intervention groups as well as identifying students that required an accelerated math program. MCAS data was also analyzed and compared to class assessment data from these online platforms.

In grades K-7, teachers continued to provide instruction using the Eureka Math curriculum from Great Minds. New this year was the Great Minds digital platform that allowed students to log in to practice skills and take assessments. During professional development time teachers spent significant time planning on how to address learning gaps and weaknesses in the curriculum, as well as learning how to enhance student learning using this digital platform. Teachers also worked together to design more opportunities for students to collaborate with peers in math class through hands-on activities and learning games.

The primary focus of math curriculum work this year was on prioritizing finding a high quality curriculum in grades K-8 for implementation in the 2023-2024 academic year. A group of teachers and administrators sat on the curriculum search committee and the team met once a month throughout the school year. The team identified the need for a new program and outlined the main criterion for selecting a new curriculum. The team made sure that the curriculum addressed all of the standards in the grade level appropriate Massachusetts Curriculum Frameworks for mathematics over the course of a

school year, that it be engaging, interactive, student-driven, and visually friendly. The team also pointed out that an ideal program provides opportunities for students to work together in support of our efforts to improve social emotional skills. Another important feature was being able to collect high quality assessment/diagnostic data to assess student growth using appropriate benchmarks. The curriculum search team researched seven curriculum programs, all of which are used by surrounding school districts. Using a rubric that assessed instructional focus, student text/workbooks, teacher materials, assessment and technology the team narrowed down the search to three curriculum programs. These three programs were then piloted in the classroom by volunteers from the committee. The decision was made to move forward with the iReady curriculum program from Curriculum Associates. This program will allow for more student exploration, high quality instruction, and a thorough diagnostic assessment program. Teachers will be provided with extensive professional development on implementation and data analysis starting in August of 2023. Professional development will continue throughout the school year through weekly grade level meetings as well as in person and virtual training provided by iReady representatives.

Outside of the new curriculum search, teachers in grades K-12 used iXL benchmark assessments, MCAS results, PSAT data, and teacher created assessments to prioritize standards. Teachers in grades K-8 met by grade level and by cross grade teams regularly to plan collectively and share resources. At the high school level this work was done by the department as a whole. Teachers continued to use the Google Workplace platform to share curricular materials, track pacing, and create common assessments.

The School continued to offer the after school tutoring program focused on mathematics, offering in person tutoring to students in grades 2-8 from November through May. The School continued to run expanded summer programming for 2022 to provide identified students with opportunities for both acceleration and remediation in math in grades 3-10. Teachers in grades 8 and 9 continued implementation of the PreAP® Algebra I curriculum with teacher-designed supplementation of Pre-Algebra concepts. Teachers in grades 8-12 continued to use MCAS and PSAT data to identify needs for remediation and acceleration. Teachers met to address curriculum needs and prerequisites for students to continue to enroll in AP® Statistics, AP® Calculus AB, and AP® Calculus BC. The department met to identify that students in grades 11 and 12 would benefit from taking an AP® Precalculus course, a new course being offered by the College Board in the 2023-2024 school year. Teachers and students in grades 9-12 will have access to iXL next school year to better assess student grade level performance and growth.

In addition to a focus on closing learning gaps and prioritizing standards, teachers at the high school level continued to work with colleagues across departments to ensure that the curriculum addresses the math skills necessary for student success across subject areas and in postsecondary education. Math teachers continued to work with the History/Social Studies department to incorporate financial literacy into the curriculum in both subject areas with a focus on Juniors and Seniors. New high school workshops with a math focus were created and continued to run, with a focus on business and finance. Math teachers worked with the science department to support math skills in physics classes. Gaps were identified and intervention groups were created using assessment data. Students met in small groups with math and science teachers during FIT time to ensure that these learning gaps were addressed.

### **Science and Engineering**

Science is a content area best taught in person with the ability for students to both engage in live, in-person discussion and Science education during the 2022-2023 school year was focused on providing both in-person instruction and incorporating new elements to enhance student engagement. The year began with the introduction of an introductory physics curriculum and a robotics workshop, adding to the diverse range of instructional strategies and tools utilized to support students' learning.

For students in grades K-2, the partnership with Holly Hill Farm in Cohasset continued. FOSS reimplementation continued, with classroom instruction supplemented with incorporated teacher-created lessons and the use of digital platforms such as Mystery Science. Students had the opportunity to visit the farm, enabling them to connect with nature and experience firsthand the processes of the natural world. This outdoor education model, along with the farm partnership, proved to be effective in fostering students' understanding of scientific skills and their practical applications. Additionally, our kindergarten teachers continued with the One Bean curriculum, with seventh grade students acting as

partners to support instruction as well as collaborate in planting their own seeds. The collaboration between different grade levels emphasized the importance of interdisciplinary learning across the school.

In grades three and four, modified FOSS units were employed alongside teacher-created activities and lessons using the Mystery Science platform. The reintroduction of hands-on investigations provided students with valuable opportunities for questioning and conducting scientific inquiries. Grades five and six faced the challenge of utilizing class times to complete Exhibitions of Mastery. In grade 5 students compiled research, created a presentation, and presented to their peers. Our students in grade 6 completed a unit on the Design and Engineering Process, demonstrating proficiency by creating a mock-up prototype. Our teachers successfully incorporated engagement strategies such as stations and the use of digital technology to enhance the hands-on learning experience.

The science department also implemented new Focused Instructional Time (FIT) blocks to address individual student needs, focusing on remediation, recitation, and enrichment, as well as taking a creative spin on projects and workshops. At the middle and high school levels, teachers offered a variety of FITs and adapted instruction to cater to students at different intervention tiers. Enrichment opportunities included FITs in coding, engineering, and even a naturalist FIT, along with posted enrichment activities on Google Classroom in each of our academic classes. Academic support and remediation were provided through both classroom instruction and academic support FIT. High school students received additional academic support to prepare for MCAS retakes and the Spring Introductory Physics MCAS exams.

The 6-8 science teachers collaborated to explore and adapt a new curriculum that effectively incorporated the Science and Engineering Practices. In FY 22, the school was awarded a Pilot grant for OpenSciEd to adopt and implement OpenSciEd for the 2022-2023 school year. The OpenSciEd Pilot grant allowed for two educators to participate in summer professional development and covered the costs of new supplies and open-source curriculum materials. For FY 24, The South Shore Charter Public School has been awarded an additional grant in the amount of \$18,700. This grant aims to help the school become part of the third cohort of schools in the Commonwealth adopting the cutting-edge middle school core science curriculum, OpenSciEd. It is an exciting moment for our science team, and overall for science education statewide, as the school takes a bold step forward in transitioning to phenomena-based instruction that aligns with the Next Generation Science Standards and Massachusetts Curriculum Framework. This grant represents a significant investment towards realizing our vision of providing exceptional science education to our students through harboring natural curiosity, inspiring student driven inquiry, and by utilizing a hands-on approach; all while ensuring to make real world connections and making connections to the natural phenomena around us.

Professional development discussions at the high school level focused on adjusting the course sequence and implementing a new physics first curriculum. These changes aimed to better serve the student population and align science education horizontally with mathematics. As with any new curriculum roll out, there are struggles and challenges, but overall students were engaged and learning.

The school also participated in the STEM AP Access Expansion Opportunity (SAPAO) grant program in partnership with the MA Department of Elementary and Secondary Education (DESE) and VHS Learning. For the 2022-2023 school year, this grant program provided 28 students with the opportunity to enroll in AP courses, including AP Computer Science Principles, AP Physics I, and AP Environmental, through VHS. These courses were offered free of charge, and students received materials necessary for their successful completion. The grant covered the cost of the AP exam and allowed students to participate in an AP that was not offered at the school utilizing the VHS partnership.

The school year concluded with many culminating events. The Robotics workshop had an intersquad competition. Stakes were high for each team, all had fun and our new VEX robots were disassembled and stored for next year. The new year brings with it anticipation of creating new partnerships with other VEX schools, as well as the possible extension of the program to middle school. We celebrated the success of our AP students as they sat for 5 STEM AP course exams, an incredible feat for a school our size. Lastly, just a week before final exams, our 9th-grade Introductory Physics cohort took the computer-based test aligned to the 2016 STE Standards. All of this marking a successful year of science instruction and learning.

## **History and Social Studies**

History and social studies teachers began the year by implementing various strategies to remediate, reinforce, and accelerate learning. In particular, the department prioritized developing literacy skills that foster inquiry, analytical and critical thinking, and civic engagement in conjunction with the standards. In grades 5-12, teachers continued to use a consistent but developmentally-calibrated approach to developing theses, evidence, and explanations. They also met regularly and enhanced their curriculum guides by adding pacing guides and a “windows and mirrors” document. Teachers in grades K-4 reviewed and improved standards trackers. They also evaluated new curriculum materials, including second grade textbooks and Open Social Studies.

Throughout 2022-2023, teachers in grades 3-12 used formative and summative assessments to monitor and remediate skill development and content knowledge. They used digital tools, such as Edulastic and Nearpod, to collect assessment data for analysis. Students were assigned to Focused Instructional Time (FIT) based on their needs.

Teachers in the department facilitated community events, such as the living wax museum and civics action showcase. Several field trips, including visits to Plimoth Patuxet Museums, the Edward M. Kennedy Institute for the U.S. Senate, the Massachusetts State House, and Washington, D.C. greatly enhanced student engagement and learning.

The School applied for and received DESE-sponsored grants to support financial literacy instruction, genocide education, and civics teaching and learning. The grants helped to fund a high school financial literacy fair, professional development, field trips, and curriculum development, among other things. Those who facilitated civics projects in grades 8, 11, and 12 received targeted coaching from the non-profit organization *Facing History and Ourselves*.

We look forward to increasing our Advanced Placement offerings next year with the addition of AP® African American Studies alongside AP® U.S. History and AP® World: Modern.

## **World Languages**

During the 2022-2023 school year, the World Language Department focused on aligning the K-12 Spanish curriculum and 9-12 French curriculum to the new World Language Curriculum Framework. For each level, teachers created curriculum maps that outlined the unit themes, essential questions, performance objectives and integrated performance assessments. Teachers continued to apply effective instructional strategies in their classrooms to better develop students' linguistic fluency and cultural competence. To enrich student motivation and language learning, the department goal was to incorporate authentic resources into lessons, to provide real-life examples of language used in everyday situations as well as information about the target culture. The rich language found in authentic materials provides a source of input language learners need for acquisition.

The World Language Department participated in multiple professional development initiatives that aligned with their objectives, providing valuable support and resources to enhance their teaching practices. At the end of June, the World Language Curriculum Coordinator as well as two Spanish teachers attended the 4-day MAFLA Proficiency Academy at Westfield State University. Teachers focused on designing learning experiences for language learners that lead to meeting or exceeding proficiency targets. The entire department had the opportunity to attend the ACTFL World Language conference held in Boston, where they attended a variety of workshops, connected with numerous administrators and teachers from other districts and visited exhibitors for the latest publications, technology and information. Several teachers in the department also participated in a virtual conference called The World Language Teachers Summit. It featured workshops, keynote speakers, panel discussions, and networking opportunities to foster professional growth and development within the world language teaching community. Aside from conferences, teachers received training on implementing authentic resources, grading in the proficiency-based classroom, communicative tasks and proficiency levels in world languages.

In the 2022-2023 school year, the department expanded to include French 4. There were FIT classes for Spanish and French honors, for remediation, as well as for seal of biliteracy test preparation. This year, 24 students in grades 10-12 participated in language testing, resulting in 9 Massachusetts Seal of Biliteracy and 4 Global Seal of Biliteracy honors. At graduation, 7 seniors were awarded the Massachusetts Seal of Biliteracy, while an additional two seniors were honored

with the Global Seal of Biliteracy for their exceptional proficiency in languages including Spanish, Portuguese, and Arabic. With the new addition of French 4, language testing was utilized to provide teachers with insightful feedback, enabling them to assess students' language proficiency, identify areas of improvement, and tailor their instructional strategies to better meet the needs of their learners.

While implementing new instructional strategies that promote a proficiency-based approach, teachers used a variety of formative assessments to monitor and track students' learning progress. Summative assessments were utilized to evaluate students' overall language proficiency and mastery of specific learning objectives. The integration of rubrics provided students with clear expectations, useful feedback, and the ability to self-assess their progress. With a deep understanding of proficiency levels, teachers supported and guided students to be able to level up, by encouraging them to embrace new linguistic challenges and cultural experiences.

### **Supports for Diverse Learners**

South Shore Charter Public School provides or arranges for the provision of each element of the IEPs for students in need of special education from the ages of 5 until their 22<sup>nd</sup> birthday. SSCPS ensures a continuum of services and alternative environments are available to meet the needs of all students with disabilities. SSCPS takes all steps necessary to ensure compliance with all elements of the IEP. At South Shore Charter Public School, we believe that students learn through a variety of modalities. Our staff is expected to deliver instructional and support services that will be the most effective in helping students achieve their maximum level of success in school. SSCPS provides a continuum of services through our Learning Services Department and as a result, our program is continually changing depending on our population of students and their needs. Currently SSCPS promotes an inclusion model with the understanding that no single model of special education can be expected to meet the needs of all students. In addition to inclusion, SSCPS also has pull-out services and small class instruction for students who require it.

The range of special education services and related service options available to students attending SSCPS may be found on our website. The Learning Services Department continues to comply with all Federal and State Special Education Laws and Regulations and remains committed to meeting the individual needs of all students in the least restrictive setting. SSCPS increased staffing in the counseling and speech and language department by adding another full time pupil adjustment counselor and an additional speech and language assistant (SLP-A). Two additional paraprofessionals were also added. These additional supports proved instrumental in continuing to provide support for students with needs. All students at South Shore Charter Public School who are serviced with an IEP are assigned a Special Education Liaison. This liaison serves as an advocate, case manager, and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison will coordinate with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP. It is required that documentation be kept on file to demonstrate that Regular Education Teachers and all Service Providers have read the student's IEP, and that the contents of the IEP have been explained to them in full. The staff has the opportunity to clarify any statements on the IEP, which are unclear. Signatures by the Regular Education Teachers and Service Providers indicate that they have read the IEP/Amendment and understand it. It is the responsibility of the Liaison to ensure that a completed copy of this form is placed in the student's Special Education record. The Liaison will also monitor the implementation of the IEP and subsequent progress notes to correspond with the report card schedule. The student's Liaison processes the IEP - whenever a new IEP/Amendment is developed and signed by the parent/guardian. A copy of the new document[s] is/are distributed for staff review. It is the responsibility of the Liaison to ensure all teachers and service providers understand any amendments or changes to the student IEPs. South Shore Charter Public School staff is legally responsible for implementing any and all parts of the IEP that relates to their class/subject area/service area throughout the students' school day. If it is determined that the student is not making progress as expected, is in danger of not meeting their IEP goal(s) or is in danger of failing academically for the year, it is the responsibility of the Liaison to notify the Director of Learning Services and schedule a TEAM meeting to discuss their concerns with the team and make the appropriate changes in the IEP as deemed necessary.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide

service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department continued to offer an after school support program for Title III students and continued to expand the ELL summer institute to provide additional support during the summer. EL teachers utilized the National Geographic Curriculum in grades 1-6 and grades 7-12 worked with Language Live to support continued language development.

The Learning Services team continues to work to support the growing special education population at SSCPS. Pushing into common planning time and collaborating with the general education teachers helps support the School's dedication to inclusive education. To help increase Tier 1 and Tier 2 supports, special education teachers, general education teachers, and ELL teachers work diligently to provide these supports during FIT time for all students. FIT scheduling allows classroom time for K-12 service providers to service Special Education and ELL students during multiple blocks, reducing the amount of time these students spend away from general education coursework. The learning services team consulted with the K-4 and 5-8 Student Support Teams to increase the Tiered 2 supports on these levels.

The high school and middle school learning services teams worked to continue to strengthen transition services for all students utilizing the Transition Planning Inventory 3 to help strengthen their transitional plans. Several students utilized MassHire during school hours to help them prepare for post-secondary work and develop employable skills. To further assist families in developing transition plans, The High School Special Education Coordinator worked with the Department of Developmental Services and other adult service providers through the monthly interagency team meetings, designed to help support families and schools in bringing the proper support to students after high school.

SSCPS' SEPAC was re-established this year, with the addition of some new parents, the committee is as strong as it has ever been. The committee has been meeting regularly to support families in navigating the special education process and support the schools special education department. They have held social events and workshops for parents and educators.

### ***Social, Emotional, and Health Needs***

The South Shore Charter Public School remains committed to the physical health and safety, and the social and emotional health needs of the students, faculty, and staff. This commitment was only strengthened as a result of the COVID-19 pandemic. The School has made the social and emotional needs of both students and staff a top priority as it plans for the continued recovery of our community.

This year our counseling department ran a training for all staff K-12 on Creating Gender Inclusive Schools. Utilizing resources from the Safe Schools Initiative through Massachusetts Commission on LGBTQ Youth and the Massachusetts Department of Education, the counselors addressed concerns on bullying and suicide risk facing LGBTQ youth in public schools, understanding sexual orientation and gender identity, and how to improve school climate. The staff learned how to articulate and use correct LGBTQ terms and definitions, understood the experiences of LGBTQ students and families, reviewed policy guidelines relating to students, families, and staff, and became aware of factors that promote positive outcomes and experiences for LGBTQ students.

During the 2021-2022 school year the school decided to adopt a new SEL curriculum. This decision was prompted by the discontinuation of the Open Circle Curriculum in 2021. The PATHs and EMOZI curriculum was rolled out for 2022-2023. All teachers and support staff received training in the new curriculum during the August professional development week. The PATHS program (K-5) and Emozi (6-8) was implemented one day a week during the school's FIT block in grades 5-8 and twice a week in grades K-4. The program covers understanding and managing your own feelings and knowing your strengths and weaknesses, managing your own behavior and impulses, understanding and having empathy for others, knowing how to work with and get along with others, and making responsible decisions through problem solving both alone and in groups. This program was really well received by the staff and the students. Additional training for the 2023-2024 school year will take place to dive deeper into the program's extensive resources.

The high school social emotional team launched the TASC (Therapeutic Academic Support Center) program at the start of 2022-2023 school year. The program was designed to assist students who exhibit significant social and/or emotional stress, are returning from full or partial hospitalizations, have a history of school avoidance, or have mental health concerns that impact their learning. This center offered high school students with a supportive therapeutic environment by providing structured academic and emotional support within the course of a typical school day.



The TASC program is offered to all students; an IEP or 504 is not required in order to participate in the program. TASC is not an alternative placement and does not alter goals, and objectives of any students receiving support on a 504 or IEP. Participation in the program is fluid throughout the school year.

The TASC program team met regularly during the school year to discuss individual student progress, program effectiveness, and to discuss student referrals into the program. The team provided training to the entire faculty and continuously reviewed program goals and expectations with the faculty throughout the school year.

## ORGANIZATIONAL VIABILITY

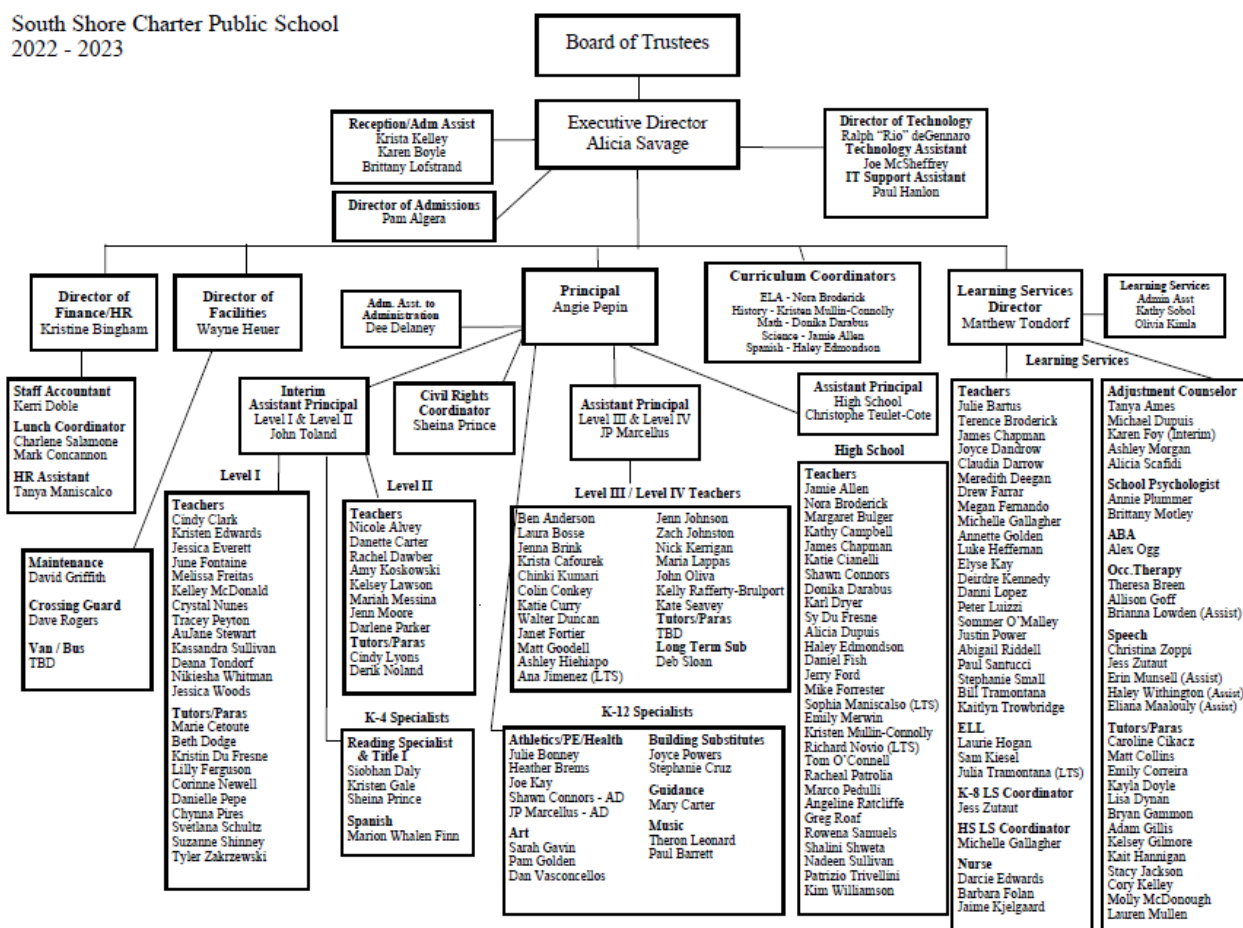
### Organizational Structure

During the academic year 2022-2023, the organizational structure of the School experienced minimal change. Its academic success persisted, supported by the presence of five curriculum coordinators responsible for aligning and facilitating curriculum in each subject area, both vertically and horizontally. Additionally, the School ensured accessibility and support for students, teachers, and families through the presence of three assistant principals divided into K-4, 5-8, and 9-12 grade ranges.

The School continues to be organized by level; Level I, K-2, Level II, grades 3 and 4, Level III, grades 5 and 6, Level IV, grades 7-8, and the high school, grades 9-12. Emphasizing the importance of personalized instruction, the School upheld its commitment to small class sizes and tailored teaching approaches across all levels.

### Organization Chart

South Shore Charter Public School  
2022 - 2023



## SSCPS Annual Family Survey

This year there was a tremendous response rate to the SSCPS Annual Family Survey. Every year survey results are used to inform the school wide decision making process and to help navigate institutional growth. This year we received 285 responses from 656 families, raising the response rate to 43%. Expressed within the data are many shared goals; enhancing classroom resources, supporting project-based learning, making sure students have opportunities to study music and art. Also evident is a commitment to community service, extracurricular activities, and the growing athletic program which joined MIAA this year.

Survey data is also used to plan for the year ahead. Included in the Annual Report is data taken from Question 4, “SSCPS offers a rigorous academic program that prepares students well for future schooling.” this year as well as over a three-year trajectory. This year 95.42% of families K-12 indicated *Agreed* or *Strongly Agreed* that the English Language Arts curriculum is rigorous and 94.64% *Agreed* or *Strongly Agreed* that the Mathematics curriculum is rigorous. Similarly, 96.14% of families *Agreed* or *Strongly Agreed* that the Social Studies/History curriculum is rigorous, 93.08% *Agreed* or *Strongly Agreed* that the Science curriculum is rigorous, 91.76% *Agreed* or *Strongly Agreed* that students are offered a rigorous curriculum for World Languages, and 87.16% *Agreed* or *Strongly Agreed* that students are offered a rigorous Arts curriculum. Comparative data over a three year period is included in the data with the SSCPS community in the April 3 Weekly Update.

### Parent Survey Question 4

**Agreed or Strongly Agreed with the following:**

*SSCPS offers a rigorous academic program that prepares students well for future schooling.*

Subject	2021	2022	2023
English Language Arts	91.59	95.24	95.42
Mathematics	92.56	91.94	94.64
Science	93.49	88.77	93.08
Social Studies/History	92.46	92.51	96.14
World Languages	83.91	88.1	91.76
The Arts	86.13	90.38	87.16

This year the Family Survey included a sliding scale rating question and a comments section seeking feedback regarding the new regional transportation program. This data indicates that 30.88% of families gave the new transportation program a rating of 10 Outstanding, the highest rating possible. The rating of 10 was the most frequently chosen and the weighted average rating for the new program is 9.3. All comments and suggestions have been discussed with provider First Student to plan transportation services for the 2023-2024 school year.

## FINANCE

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2023. These include the FY23 Statement of Net Assets (Balance Sheet), the FY23 Statement of Revenues, Expenses & Changes in Net Assets (Income Statement), and the School's FY24 Operating & Capital Budgets which was approved on May 11, 2023. The School's independent audit for the year ending June 30, 2023 will be completed and filed with the Department of Elementary and Secondary Education and the Commonwealth of Massachusetts State Auditor by November 1, 2023.

### Unaudited Draft

### Statement of Net Assets (Balance Sheet) For the period ending June 30, 2023

#### CURRENT ASSETS

Cash	\$7,579,371
Deposits & Prepaid Expenses	270,142
Accounts Receivable	70,605
Grants Receivable	<u>259,895</u>
<b>Total Current Assets</b>	<b>\$8,180,013</b>

#### Property & Equipment

Furniture & Equipment	\$541,272
Technology	1,674,163
Vehicles	343,974
Building & Improvements	5,623,000
Loan Fees-Old	17,100
Accumulated Depreciation	<u>(4,617,303)</u>

**Net Property & Equipment** **\$3,582,206**

**Other Assets** **Right to Use Assets** \$11,255,358

**TOTAL ASSETS** **\$23,017,577**

#### CURRENT LIABILITIES

Accounts Payable & Accrued Expenses	\$1,378,284
Due to Others	<u>148,164</u>
<b>Total Current Liabilities</b>	<b>\$1,526,448</b>

#### Long Term Liabilities

Lease Liabilities	<u>\$12,212,880</u>
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**Total Liabilities** **\$13,739,328**

#### Net Assets (Equity)

Retained Earnings	\$9,236,360
Opening Balance Equity	206,742
Temporarily Designated	20,000

**Net Income/Loss** **Net Income/Loss** \$(184,853)

**Total Equity** **\$9,278,249**

**TOTAL LIABILITIES & EQUITY** **\$23,017,577**

For the period ending June 30, 2023

	FY23 Budget	FY23 Projection
<b>Ordinary Income/Expense</b>		
<b>Income</b>		
4000 - Per Pupil Revenue	\$18,232,000	\$18,353,659
4005 - DOE Administered Grants	918,900	1,106,149
4030 - Other Revenue Sources (Program Fees)	216,000	719,172
4080 - Donations & Fundraising	25,000	17,534
4091 - Local Grants	26,000	51,111
4550 - Medicaid Reimbursement	30,000	23,908
<b>Total Income</b>	<b>\$19,447,900</b>	<b>\$20,271,533</b>
<b>Gross Profit</b>		
<b>Expense</b>		
5999 - Salaries & Wages	\$13,108,675	\$12,983,852

6021 - Travel Exp-Staff & BOT (Travel and Mileage)	2,000	473
6026 - Employee Fringe Benefits	1,620,437	1,451,308
6029 - Payroll Taxes	438,028	350,000
6036 - Professional Development	174,640	155,677
6100 - Rent/Lease (Rent/Lease)	13,000	18,669
6101 - Real Estate Taxes	3,600	754
6130 - Utilities (Utilities)	231,778	216,624
6140 - Maintenance Contractor	307,600	259,402
6150 - Maintenance Supplies/Materials	40,000	38,522
6210 - Insurance (Insurance)	95,000	72,702
6220 - Office Supplies (Office Supplies)	50,000	39,388
6240 - Advertising	10,500	11,750
6250 - Postage and Delivery (Postage and Delivery)	8,850	5,000
6260 - Printing and Reproduction (Printing and Reproduction)	2,000	6,216
6270 - Copiers Leases/ Maintenance	61,908	65,755
6280 - Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	122,000	123,433
6510 - Transportation	1,440,000	1,417,584
6520 - Field Trip Expense	41,000	51,601
6530 - Academic Supplies	230,925	427,640
6540 - Service Contractors-Instruction	91,600	107,657
6561 - Technology	186,362	164,666
6562 - Furniture & Equipment Expense	8,000	19,640
6570 - Library/Materials & Software	2,000	329
6800 - School Events/Board Retreats	202,000	482,307
6850 - Interest Expense (Interest Expense)	595,254	594,983
6870 - Awards, Fellowships & College	3,000	2,000
6900 - Depreciation Expense (Depreciation Expense)	430,000	371,930
6901 - Amortization Expense	1,015,548	1,014,468
7004 - Bad Debt Expense (Bad Debt Expense)	2,000	2,056
	<hr/>	<hr/>
Total Expense	\$20,537,705	\$20,456,386
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Net Ordinary Income	\$(1,089,805)	\$(184,853)
Other Income & Expenses		
Other Income		
4097 In-Kind Donated Equipment	0	\$(2,000)
Other Expense		
6950 In-Kind Legal Services	0	(430)
	<hr/>	<hr/>

Total Other Income & Expenses	0	\$(2,430)
Net Income	\$(1,089,805)	\$(182,153)
Quasi Cash Calculation		
Add back depreciation	\$430,000	\$400,000
Add back difference between operating lease payments/amort. & int	<u>217,973</u>	<u>230,600</u>
Subtotal add backs	\$647,973	\$630,600
Less Capital Technology	\$(151,774)	\$(142,402)
Less Capital Equipment	(29,100)	(69,749)
Less Leasehold Improvements	<u>(78,250)</u>	<u>(89,725)</u>
Subtotal Capital Expenditures	\$(259,124)	\$(301,876)
Net Cash Effect	<u>\$(700,956)</u>	<u>\$146,571</u>

### FY24 SSCPS Operating & Capital Budget-Approved by BOT May 11, 2023

	<u>Budget</u>
Ordinary Income/Expense	
Income	
4000 · Per Pupil Revenue	\$19,080,000
4005 · DOE Administered Grants	836,118
4030 · Other Revenue Sources (Program Fees)	1,445,750
4080 · Donations & Fundraising	14,500
4091 · Local Grants	34,000
4550 · Medicaid Reimbursement	<u>30,000</u>
Total Income	<u>\$21,440,368</u>
Gross Profit	\$21,440,368
Expense	
5999 · Salaries & Wages	\$13,840,759
6021 · Travel Exp-Staff & BOT (Travel and Mileage)	3,800
6026 · Employee Fringe Benefits	1,621,869
6029 · Payroll Taxes	442,000
6036 · Professional Development	75,228
6100 · Rent/Lease (Rent/Lease)	16,000
6101 · Real Estate Taxes	1,200
6130 · Utilities (Utilities)	242,624

6140 · Maintenance Contractor	314,300
6150 · Maintenance Supplies/Materials	37,000
6210 · Insurance (Insurance)	75,000
6220 · Office Supplies (Office Supplies)	45,000
6240 · Advertising	20,250
6250 · Postage and Delivery (Postage and Delivery)	4,900
6260 · Printing and Reproduction (Printing and Reproduction)	500
6270 · Copiers Leases/ Maintenance	58,216
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	131,000
6510 · Transportation	1,561,500
6520 · Field Trip Expense	27,740
6530 · Academic Supplies	355,587
6540 · Service Contractors-Instruction	125,600
6561 · Technology	234,013
6562 · Furniture & Equipment Expense	7,800
6570 · Library/Materials & Software	1,500
6580 · Testing & Accreditation	5,000
6600 · School Apparel	1,000
6800 · School Events/Board Retreats	206,100
6850 · Interest Expense (Interest Expense)	554,640
6870 · Awards, Fellowships & College	2,500
6900 · Depreciation Expense (Depreciation Expense)	390,000
6901 · Amortization Expense	1,014,468
7004 · Bad Debt Expense (Bad Debt Expense)	1,000

Total Expense	<u>\$21,418,094</u>
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Net Ordinary Income	<u>\$22,274</u>
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Net Income	<u><b>\$22,274</b></u>
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#### Quasi Cash Calculation

Add back depreciation	\$390,000
Add back difference between operating lease payments/amort. & int	<u>120,008</u>
Subtotal add backs	\$510,008
Less Capital Technology	(\$95,873)
Less Capital Equipment	(88,420)
Less Leasehold Improvements	<u>(179,627)</u>
Subtotal Capital Expenditures	(\$363,920)
Net Cash Effect	<u><b>\$168,362</b></u>

<b>FY24 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2023 submission	1,075
Number of students upon which FY24 budget tuition line is based	1,060
Number of expected students for FY24 first day of school	1,065
<i>Please explain any variances: We budget conservatively each year for 10-15 fewer students than expected.</i>	

## **FY24 CAPITAL PLAN**

The South Shore Charter Public School continues to operate in three locations. The main building was built in the early 1980's, is a 53,000 square foot former commercial office building which will serve students in grades K-8. Some of the operating systems are working beyond their useful life and are in need of replacement or energy efficient upgrades. Our High School and some administrative offices are located in additional leased space utilizing 33,904 square feet in the same office park as the K-8 and PE/Art buildings. The School also leases a 4,800 square foot building for our K-12 physical education and art programs. The School continues to look for additional space in our high school location for programming. The following is a list of capital expenditures or building improvements the School intends to fund from existing capital budget or reserves:

<b>Project Description</b>	<b>Project Status</b>	<b>Building</b>	<b>Project Schedule</b>	<b>Project Cost Estimate</b>	<b>How Financed?</b>
Generator Replacement	Research Phase	100 Longwater	TBD	\$320,000	TBD
HVAC Heat Pump Replacement	In progress & ongoing	100 Longwater	As needed	\$50,000	Capital Budget
Bathroom Renovations	On Hold until funding	100 Longwater	TBD	\$150,000	TBD
Roof Repairs	As Needed	100 Longwater	TBD	\$10,000	Capital Budget
Fire Protection Panel Upgrade	In progress	100 Longwater	Summer 2023	\$90,000	Capital Budget & Cash Reserves
Phase 1: Exterior site work is needed for parking lot asphalt repairs and retaining wall repairs. Phase 2: Repaving parking lot, driveway, relining and replacing curbing.	Out to Bid	100 Longwater	Summer 2023	\$59,758	Capital Budget
	Phase 1 Research Phase 2		TBD	250,000	TBD
New Carpet & Walk Off Entry Mats	Out to Bid	100 Longwater	Summer 2023	\$36,970	Capital Budget



Lighting Upgrade-LED	In Progress	104 Longwater	Summer 2023	\$7,900	Capital Budget & Utility Incentive
The school seeks to improve security at all locations by upgrading all exposed windows and glass doors vestibules with new security glass/film. Install night lock safety locks on doors.	Out to Bid for phase 1 of project	100 Longwater 700 Longwater 104 Longwater	Summer 2023	\$65,000	Capital Budget
	Phase 2 Research phase		TBD when funding is available	\$200,000	TBD
New Gym Flooring & Gym Curtain	On Hold	104 Longwater 700 Longwater	TBD	\$35,000	TBD
<b>LONG RANGE CAPITAL PLANNING</b>					
Long range goal of purchasing new buildings and playing fields to support the growing K-12 programs of SSCPS. Also includes potential renovation costs.	Research Phase	N/A	TBD	\$25,000,000	Bank Financing and Cash Reserves

## APPENDIX A

### Accountability Plan Evidence 2022-2023

#### Faithfulness to Charter

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.</b>		
Measure: 100% of SSCPS students will participate in Projects/Workshops. Each year a minimum of 80% of SSCPS students in grades 5-12 will earn a score of 80% or better in their Project/Workshop courses and on their Exhibitions of Mastery projects.	<b>MET</b>	All SSCPS students participated in Projects and Workshops. 614 out of 647 or 95% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses.
Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the <u>Exit Standards</u> for that Level.	<b>MET</b>	296 out of 325 students leaving a Level successfully completed the internal and external performance evaluations that are outlined in the Exit Standards for that Level. Those Exit Standards were modified during the 2019-2020, 2020-2021, and 2021-2022 school years.
<b>Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.</b>		
<b>Measure:</b> All SSCPS students will participate in inclusion classes. At the high school level 30% of DESE classified High Needs students will successfully complete Honors and/or AP coursework annually.	<b>MET</b>	All SSCPS students participated in inclusion classes. At the high school this year 92 out of 178, or 52%, of high needs high school students successfully completed Honors and/or Advanced Placement coursework.

<b>Measure:</b> Annually, 90% of students in grades 5-12 will report feeling physically and emotionally safe at school. 90% of students in grades 5-12 will be able to identify an adult at school they are comfortable talking to when they are struggling. Sixty percent of students will respond to the survey.	<b>NOT MET</b>	The School met parts of this measure. In grades 5-8 90% of students reported feeling emotionally safe meeting the measure with 87.3% reporting that they feel physically safe. At the high school level 81.7% of students reported feeling emotionally safe falling short of the measure, while 91% reported feeling physically safe meeting the measure. 81.55% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 482 out of 650 students, or 74% responded to the survey.
<b>Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.</b>		
<b>Measure:</b> Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.	<b>MET</b>	This year 46 out of 58 or 79% of Projects and Workshops participated in community service over the course of the year. With the relaxing of COVID restrictions more Projects and Workshops took on community service initiatives beyond the School's walls by working with homeless shelters, nursing homes, and food banks within the School's sending district.
<b>Measure:</b> Annually, 90% of all students will meet the community service requirement.	<b>MET</b>	The School slowly shifted back to pre-pandemic support of community service, measuring completion as students bridged to the next level. 368 out of 409 or 90% of students met the pandemic-prorated requirement for leaving their respective Level.
<b>Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.</b>		
<b>Measure:</b> 100% of SSCPS seniors will participate in an off campus Senior Internship Project or Independent Study and present their experience and research to peers and faculty as a requirement for graduation.	<b>MET</b>	All graduating students either participated in an internship or completed an Independent Study project.
<b>Measure:</b> 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.	<b>NOT MET</b>	19 out of 77 or 25% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.
<b>Measure:</b> 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.	<b>MET</b>	67 out of 68 or 98.5% of eleventh grade students participated in the SAT. The mean total score for SSCPS students was 1019. The state average was 969 and the national average was 955. In the aggregate SSCPS students exceeded the state average by 50 points.
<b>Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.</b>		
<b>Measure:</b> The faculty will regularly meet in cross-grade level teams to revisit and revise the curriculum both horizontally and vertically to ensure that students meet or exceed the goals set in the Massachusetts Curriculum Frameworks during year long, departmental professional development that exceeds 30 hours per year.	<b>MET</b>	Teachers met weekly both by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.

<b>Measure:</b> 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year.	<b>MET</b>	Cross-level Project and Workshop work returned this school year. Forty-eight out of 58 Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.
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## Dissemination

	2022-2023 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.</b>		
<b>Measure:</b> At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.	<b>MET</b>	As opportunities to attend educational consortiums and conferences remain limited, this year faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and hosting visiting teams.
<b>Measure:</b> SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students.	<b>MET</b>	The Director of Learning Services hosted visitors from other charter schools to share best practices for designing and implementing a fully inclusive program.. The High School Learning Services Coordinator participated in monthly Interagency Team Meetings that included representatives from other charter schools, sending districts, adult agencies, and adult support programs to discuss practices/supports for students leaving high school in need of post-secondary support services.
<b>Measure:</b> SSCPS Staff members will join other districts at the National Anti-Racism Teach-in annually to launch a school-wide initiative which will directly address the current national narrative.	<b>MET</b>	This year SSCPS was a bronze level sponsor of the NARTi conference. Six staff members attended the <u>National Anti-Racism Teach-In</u> in August. The School continued to promote inclusive and anti-racist practices through curriculum choices, professional development, and community outreach. This year this work included new affinity-based groups at the middle and high school levels, faculty implicit bias training, and a speaker series targeting SSCPS families. Additionally, six members of the faculty and staff participated in year two of the DESE/TNTP statewide initiative <i>Teacher Diversification Professional Learning Community</i> to continue much of the NART work. South Shore Charter received a grant from the state during the 2021-2022 school year to support teachers through tuition reimbursement and participation in this program. Key elements include exploring how teacher racial and ethnic diversity is essential to our students and school community; reviewing our current talent management practices; incorporating the experiences of students and teachers; and using that information to set goals. Faculty participants have proposed adjustments to recruitment and retention. The goal of this work is to create a long-term faculty diversification strategy to be included in the South Shore Charter Strategic Plan.

## APPENDIX B

### Recruitment and Retention Plan 2023-2024

#### South Shore Charter Public School Recruitment Plan 2023-2024

##### 2022-23 Implementation Summary

1. The South Shore Charter Public School remains committed to recruiting students from twenty-six sending districts, aiming for a diverse student population. The School actively seeks students from a wide range of socio-economic, linguistic, and cultural backgrounds. The School recruits prospective students from all designated sending districts, except Randolph, as per a DESE directive issued in February 2021. Consequently, the school now receives the third highest number of applications from Randolph, rather than the previous second highest. This year the South Shore Charter Public School received the highest number of applications from Brockton (134), the second highest number from Weymouth (122), and the third highest number of applications from Randolph (102). Brockton has replaced Weymouth as the sending district with the highest number of applications, a status held for over ten years.

Beginning on November 1, the School actively recruited new families throughout the South Shore for the upcoming school year. The School hosted 191 visitors to 100 Longwater Circle and 71 visitors to 700 Longwater Drive for the November Open House. During January and February the School welcomed 147 students and family members during the *Talk to us Tuesday* sessions. Prospective students and their families were able to visit campus during the day while school was in session, tour the hallways and classrooms while classes were in session, and meet students and teachers. In addition to targeted admissions events, the school community and current families have shared their experiences at South Shore Charter with others spreading the word and supporting our mission. The South Shore Charter received 742 applications, 74 more than last year, for 97 openings. At a time when enrollment is down statewide, it is encouraging that families throughout the South Shore believe in the School's mission and share the vision.

The School has leveraged CHART data to inform its recruitment strategies, focusing on successful approaches. The most successful this year has been the regional transportation initiative. Past strategies continue, including using social media and online methods to engage communities and learners. Additionally, direct marketing by postcard campaign has been employed. To simplify the enrollment process, the School's website offers easy-to-follow instructions with translation options as well as in-person assistance. The Weekly Update newsletter, shared on *Twitter*, *Facebook*, and *Instagram*, serves as a means to reach a wide audience, including prospective families, and is accessible in multiple languages.

2. CHART data demonstrates significant increases over a ten-year trajectory for the First Language Not English student population subgroup. Over a five-year trajectory, CHART data indicates an 8.5 percent increase in the FLNE subgroup for SSCPS, 36.1 in 2019 to 44.6 by 2023. Both the Statewide Average and the Comparison Index indicate lesser increases than South Shore Charter for the FLNE subgroup. By comparison, Statewide Average CHART data indicates a lesser 3.1 percent increase of the FLNE subgroup, 21.9 in 2019 to 25.0 by 2023. Comparison Index CHART data indicates a lesser 3.3 percent increase of the FLNE subgroup, 14.7 in 2019 to 18.0 by 2023.

The English Learner student subgroup growth has been less steady largely due to the School's inability to actively recruit and enroll students from Randolph. Over a five-year trajectory, CHART data indicates a 3.5 percent decrease in the EL subgroup for SSCPS, from 12.2 in 2019 to 8.7 by 2023. Comparatively, CHART data indicates a 1.6 percent increase of the EL subgroup, from 10.5 in 2019 to 12.1 in 2023, as the Statewide Average. CHART data for the Comparison Index indicates an increase of 1.8 the EL subgroup, 6.3 in 2019 to 8.1 by 2023. Although the Comparison Index remains lower than SSCPS, the School has predicted and noted concerning growth data and has designed remediation factoring in this information, including implementation of the new 1.4 million dollar transportation program in FY23.

The Students with Disabilities subgroup has sustained and increased over the past ten years. Over a five-year trajectory, CHART data indicates a 3.3 percent increase in the SD subgroup for SSCPS, from 16.7 in 2019 to 20.0 by 2023. A Statewide Average comparison of CHART data indicates a 1.3 percent increase of the Students with Disabilities subgroup, 18.1 in 2019 to 19.4 by 2023. CHART data for the Comparison Index indicates a 1.8 percent increase of the Students with Disabilities subgroup, from 12.9 in 2019 to 14.7 in 2023.

Over a five-year trajectory, CHART data demonstrates a 10.1 percent increase in the Low Income/Economically Disadvantaged

student subgroup at SSCPS, from 19.6 in 2019 to 29.7 by 2023. Comparatively, CHART data indicates an 11.1 percent increase for the Low Income/Economically Disadvantaged subgroup, from 31.2 in 2019 to 42.3 in 2023, as the Statewide Average. CHART data for the Comparison Index indicates a 10.8 percent increase of the Low Income/Economically Disadvantaged subgroup, 23.2 in 2019 to 34.0 by 2023. These five year increases are less than last year's increases due to the incremental economic recovery from the COVID-19 pandemic.

The School identified transportation as the number one reason students leave or decline admission offers. In the FY22 data provided by the SSCPS Admissions Office, out of the 142 students confirmed to not be returning or those that withdrew, 21 percent indicated lack of transportation. Of those who declined acceptance off of the Waiting List, 213 declined and at least 15 percent indicated the reason was due to transportation. In May the SSCPS Board of Trustees approved the SSCPS budget, which included regional transportation. The School requested a minor amendment to the SSCPS Enrollment Policy which outlined the School's request to provide regional transportation to families residing within the sending districts identified in the School's charter. DESE approval was on June 28, 2022, allowing the School to move forward with this important recruitment and retention initiative.

3. Based upon enrollment trends we believe the incoming class of students as captured in the October 1, 2022 SIMS report will meet the comparison index and the school's gap narrowing targets. We do not believe further discussions with DESE regarding the Recruitment Plan or the school's rates of enrolling students with disabilities or English learners (EL) compared to the Comparison Index or gap narrowing targets will be required at this time. This year was the first year the School offered regional bus transportation for students in all sending districts at no cost. Preliminary data indicates that this change in the Enrollment Policy has improved recruitment and retention for all student subgroups.

### General Recruitment Activities for 2023-24

The South Shore Charter Public School encourages applications from prospective students residing in the sending districts of Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Rockland, Scituate, Weymouth, and Whitman. The School no longer encourages applications from prospective students residing in Randolph due to the DESE cap mandate. The educational program continues to attract students from all sending districts, of all educational special needs, and with great socio-economic and linguistic variety. Families throughout the south shore understand that the South Shore Charter Public School is a full inclusion school. This approach continues to attract a significant number of families from districts where specific subgroups do not meet the target toward narrowing proficiency gaps.

The South Shore Charter Public School will continue to use recruitment activities that have proven effective in attracting a diverse student population.

General recruitment activities planned for the 2023-2024 academic school year include:

1. One Open House event in November
2. *Talk to us Tuesday* events in January and February
3. Full use of local online and print media through the Patriot Ledger and the Brockton Enterprise including advertisements, calendar postings, and news articles
4. Direct marketing mail campaign
5. Promotions on social media and the school website
6. Ongoing posting of the School's newsletter, the *Weekly Update*, on social media platforms *Twitter*, *Facebook*, and *Instagram* which may be translated into multiple languages
7. Community outreach events including community service in sending districts, the road race, and evening celebration events including a multicultural celebration night, literacy night, theatrical productions, and musical performances if health and safety guidelines permit.

## Recruitment Plan – 2023-24 Strategies

### Special Education Students/Students with Disabilities

(a) CHART data	(b) Continued 2022-23 Strategies
<p><b>School percentage:</b> 20.0%</p> <p><b>GNT percentage:</b> 14.7%</p> <p><b>CI percentage:</b> 14.7%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Learning Services Director will continue to attend South Shore Special Education Administrative Council meetings and promote school as a placement opportunity for special education students</li> <li>• IMPACT parent meetings will be held for outreach and recruitment efforts</li> <li>• Learning Services Director and Special Education faculty members will attend all recruitment events including Open Houses with a designated room and informational presentation from the Learning Services Department</li> <li>• Continue informational posts on School's social media pages and website</li> <li>• Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts</li> <li>• Host guest speakers with areas of expertise in Learning Services topics for parents and guardians</li> </ul>

### Limited English-Proficient Students/English Learners

(a) CHART data	(b) Continued 2022-23 Strategies
<p><b>School percentage:</b> 8.7%</p> <p><b>GNT percentage:</b> 8.1%</p> <p><b>CI percentage:</b> 8.1%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Increase the venues for formal and informal Title I outreach</li> <li>• Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction</li> <li>• Host International Food Night off campus in a high EL sending district</li> <li>• Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident, excluding Randolph due to DESE directive</li> <li>• Maintain website to ensure translation abilities</li> <li>• Continue to use and update format of school newsletter that is able to be translated into multiple languages</li> </ul>

### Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)

(a) CHART data	(b) Continued 2022-23 Strategies
<p><b>School percentage:</b> 29.7%</p> <p><b>GNT percentage:</b> 25.8%</p> <p><b>CI percentage:</b> 34.0%</p> <p>The school is below GNT percentages and above CI percentages</p>	<p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Increase website accessibility and electronic application process at school and during open house event</li> <li>• Transportation options have been increased as the school now provides regional transportation at no cost to families</li> <li>• Establish a parent committee to address school transportation</li> <li>• Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch</li> <li>• Target enrollment outreach to neighborhoods with the highest populations of economically disadvantaged students with direct mail</li> <li>• Continue to reduce or waive athletic fees for students eligible for free or reduced lunch</li> <li>• Limit field trips to affordable options for families and offer financial support for extracurricular activities</li> </ul>

	<p align="center"><b>(c) 2023-24 Additional Strategy(ies), if needed</b></p> <p>Although the school met CI, an additional strategy was added for the 2022-2023 school year. Regional bus transportation will continue to be provided for all students residing in the School's sending districts.</p>
<u>Students who are sub-proficient</u>	<p align="center"><b>(d) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to work with sending districts to identify students who are struggling within traditional district schools</li> <li>• Provide school tours and transcript reviews prior to admission acceptance</li> <li>• Deploy IMPACT to reach out to families of struggling students in district schools</li> <li>• Continue to promote the school as inclusive at all enrollment events and online</li> </ul>
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>• Identify students at risk using report card data</li> <li>• Create a map of success to encourage attainment of smaller goals leading to larger academic achievement</li> <li>• Develop possible tracks to graduation using dual enrollment, online coursework, and credit recovery</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>• Solicit applications for grades 10, 11, and 12 from local agencies and sending districts</li> <li>• Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery</li> <li>• Further develop the School's relationship with Wellspring and sending districts</li> </ul>

<b>South Shore Charter Public School Retention Plan 2023-2024</b>	
<b>2022-23 Implementation Summary</b>	
<p>The South Shore Charter Public School experienced a decreased rate of attrition in 2023; from 10.2 in 2022 to 9.0 in 2023. The retention rate of the South Shore Charter Public School is 91.0. The School has met its annual goal for student retention. The South Shore Charter Public School's 2022 Stability Rate for All Students is 93.1 percent. The School's Stability rate for High Needs is 92.4 percent.</p>	
<p>The School identified transportation as the number one reason for student withdrawal. In the FY22 data provided by the SSCPS Admissions Office, out of the 142 students confirmed to not be returning or those that withdrew, 21 percent indicated lack of transportation. South Shore Charter is pleased with the decreased rate of attrition and has received positive feedback from families when surveyed in March. Data collected revealed high satisfaction among families; 30.88 percent of responding families gave the program the highest rating of 10, indicating outstanding performance. This rating was the most popular choice among respondents. The weighted average rating for the program is 9.3 based on all ratings received. All comments and suggestions provided by respondents have been thoroughly reviewed and shared with First Student. This information will be used to plan next year's transportation services.</p>	
<p>South Shore Charter will persist in providing an extensive range of academic programs and extracurricular activities to involve and motivate all students, aiming to ensure their continued enrollment. These additional educational services comprise tutoring sessions before and after school, enhanced support services during the summer, free tutoring for students facing academic challenges, accelerated programs for students performing at or above grade level, and extended day opportunities. Furthermore, students will continue to have the opportunity to engage in after-school sports and participate in music programs before school.</p>	
<p>What is unique to South Shore Charter continues to retain students and their families. The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. During the 2022-2023 school year there were four</p>	

kindergarten and eight grade one classrooms with a student teacher ratio of 12 to 1. The student teacher ratio at all other grades will remain low averaging 10.6 to 1. Parents continue to be recognized as partners in their child's education. In addition to the *Weekly Update*, the school community continues to be engaged through the School's website and school events.

### Overall Student Retention Goal

*The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.*

**Annual goal for student retention (percentage):**

90%

### Retention Plan – 2023-24 Strategies

#### Special Education Students/Students with Disabilities

##### (a) CHART data

**School percentage:** 6.7%

**Third Quartile:** 10.2%

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

##### **(b) Continued 2022-23 Strategies**

Below third quartile: no enhanced/additional strategies needed

- Encourage families of accepted students to meet with school administration to review and plan for IEP needs before the first day of class
- Continue to use strategies learned in the MCPSA Model School initiative, including school wide professional development to include:
  - Increased differentiation within the classroom
  - Developing the inclusive classroom with individual student needs
  - Target assistive technology to improve student development
- Increase RTI on lower levels
- Small class size for all students
- Three Student Support Teams that identify and support at-risk students
- Data teams and a system of data meetings that identify at risk students and devise interventions, including reading intervention
- Increase summer support services available for students
- Student to student mentoring programs across grade levels
- Increase in Learning Services faculty, including faculty ABA certified tutors
- Increase staffing including related services: OT, SLP, BCBA
- Provide students with disabilities a full range of targeted services necessary to ensure achievement
- Hire additional faculty to provide additional student support counseling and serve as 504 liaison
- Continue to enhance communication of IEP specifications to ensure students with disabilities are receiving academic support from classroom teachers
- Provide families of students with disabilities avenues to give feedback and express concerns through parent/teacher conferences, SpedPac, and the annual parent satisfaction survey
- Administration will evaluate Special Education program for effectiveness annually
- Special Education staff will attend all in-person Open Houses and Back-to-School nights



## Limited English-Proficient Students/English Learners

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 5.4%</p> <p><b>Third Quartile:</b> 12.5%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><b><u>(b) Continued 2022-23 Strategies</u></b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Continue increased use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings</li> <li>Continue to expand summer school programming</li> <li>Continue to support the School's full time ESL teachers to meet the needs of the growing EL population</li> <li>Support professional development for all faculty members who have completed the DESE Massachusetts Sheltered English Instruction Teacher Endorsement Course since FY14 including direct implementation of SEI strategies introduced in SEI Endorsement course:               <ol style="list-style-type: none"> <li>Three-tiered vocabulary</li> <li>Sentence frames</li> <li>Identifying and analyzing text features</li> <li>Think aloud strategies</li> <li>Reciprocal teaching</li> <li>Partner reading</li> <li>Modeling text analysis</li> <li>Text structure</li> <li>Double journal entries</li> <li>Cognate study</li> </ol> </li> </ul>
	<p><b><u>(c) 2022-23 Additional Strategy(ies), not needed but added to improve EL retention</u></b></p> <ul style="list-style-type: none"> <li>Create an ELPAC to increase opportunities for family involvement</li> </ul>
<p style="text-align: center;"><b>Students eligible for free or reduced lunch (low-income)</b></p>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 8.4%</p> <p><b>Third Quartile:</b> 11.4%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><b><u>(b) Continued 2022-23 Strategies</u></b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Continue the 1:1 technology program for students grades 4-12 so each student has their own Chromebook free of charge</li> <li>Increase opportunities for Title I instruction</li> <li>Enhanced sponsorship of academic family outreach, including virtual Literacy, Math, and Back-to-school nights</li> <li>Free tutoring for all academically at-risk students in grades 3-10</li> <li>Free homework help for income eligible students</li> <li>Saturday School for middle and high school students with missing assignments</li> <li>Computer lab and extra help for all high school students after school</li> <li>Increased opportunities for free or reduced rate athletic fees and extracurricular events once those events are permitted to begin.</li> </ul>
	<p><b><u>(c) 2022-23 Additional Strategy(ies), not needed but added to sustain retention</u></b></p> <ul style="list-style-type: none"> <li>Continue with Year 2 of providing regional transportation for all families at no cost</li> </ul>

<u>Students who are sub-proficient</u>	<p align="center"><b>(d) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Professional development targeted toward increased differentiation within classrooms and virtual student outreach</li> <li>Continued use of supportive technology within the classrooms and after school to improve academic achievement</li> <li>Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms</li> <li>Small class size of 6 – 10 students for academically at-risk students</li> <li>Teacher mentors through a school wide advisory program</li> <li>Three Student Support Teams that identify and support at-risk students</li> <li>Data teams and a system of data meetings that identify at-risk students and devise interventions</li> </ul>
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Three Student Support Teams that identify and support at-risk students</li> <li>Continue to utilize guidance personnel and expand Naviance to broaden the scope of student support</li> <li>Professional development targeted toward building resiliency in students</li> <li>Summer support and 360 services available for students</li> <li>Work with students and families to establish individualized graduation plans and timelines to include credit recovery, summer college coursework, and online coursework</li> <li>Outreach to families through virtual parent/teacher conferences and support</li> <li>Increased college preparation support through outside agencies</li> <li>Sustain TASC program, established in August 2022, for at risk-students (New)</li> </ul>
<u>Students who have dropped out of school</u>	<p align="center"><b>(f) Continued 2022-23 Strategies</b></p> <ul style="list-style-type: none"> <li>Extensive visits and ongoing consultation with student and parents</li> <li>Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline</li> <li>Develop a student schedule based upon traditional coursework, online learning, and credit recovery</li> <li>Increase individual student mentoring through student support services and an advisory program</li> <li>Introduce TASC program, established in August 2022, for at risk-students (New)</li> </ul>

## APPENDIX C

### School and Student Data Tables

**South Shore Charter Public School's demographic enrollment data link:**

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04880000&orgtypecode=5&>

<b>Race/Ethnicity</b>	<b>% of School</b>
African American	35.8
Asian	7.7
Hispanic	8.0
Native American	0.8
White	41.6
Native Hawaiian, Pacific Islander	0.3
Multi-Race, Non-Hispanic	6.0

South Shore Charter Public School's selected population data link:

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04880000&orgtypecode=5&leftNavId=305&>

Selected Populations	% of School
First Language not English	44.6
English Language Learner	8.7
Low Income	29.7
Students with Disabilities	20.0
High Needs	52.4

ADMINISTRATIVE ROSTER FOR THE 2022-2023 ACADEMIC YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Alicia Savage	Executive Director	7/1/2010	Current
Angie Pepin	K-12 Principal	7/1/2018	Current
Matthew Tondorf	Director of Learning Services	9/1/2011	Current
Pamela Algera	Director of Admissions	7/1/2020	Current
Kristine Bingham	Director of Finance & Human Resources	4/17/2000	Current
Ralph deGennaro	Director of Research, Information, Technology & Communication	8/15/2011	Current
Wayne Heuer	Director of Facilities	10/8/2018	Current
Sheina Prince	Civil Rights Coordinator	8/1/2022	Current
John Toland	Interim K-4 Assistant Principal	8/1/2022	Current
Jean-Paul Marcellus	5-8 Assistant Principal & High School Athletic Director	8/1/2022	Current
Christophe Teulet-Cote	High School Assistant Principal	8/1/2022	Current
Jamie Allen	5-12 Interim Science Curriculum Coordinator	8/1/2021	Current
Hanora Broderick	K-12 ELA Curriculum Coordinator	8/1/2018	Current
Donika Darabus	K-12 Math Curriculum Coordinator	8/1/2021	Current
Haley Edmondson	K-12 World Language Curriculum Coordinator	8/1/2019	Current
Kristen Mullin-Connolly	K-12 History Curriculum Coordinator	8/1/2018	Current

<b>TEACHERS AND STAFF ATTRITION FOR THE 2022-2023 ACADEMIC YEAR</b>				
	Number as of the last day of the 2022-2023 school year	Departures during the 2022-2023 school year	Departures at the end of the school year	Reason(s) for departure
Teachers	110	4	9	Three teachers retired, three teachers moved, two teachers took positions in another district, three teachers left for personal reasons, and two employees had non-renewals of employment contracts.
Other Staff	72	10	4	Six employee's took positions in other districts, Six employee's left for personal reasons, one employee moved, and one employee had a non-renewal of employment contract.

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioned approved board members <b>as of August 1, 2023</b>	12
Minimum number of board members in approved by-laws	12
Maximum number of board members in approved by-laws	18

**Complaints to the Board of Trustees** - There were no official complaints.

<b>BOARD MEMBERS FOR THE 2022-23 SCHOOL YEAR</b>				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Tiffany Brown Grier	Trustee	Development (Co-Chair) Personnel	1 three-year	07/2021-06/2024
Kaitlyn Cianelli	Trustee Faculty Rep	Development Ad Hoc Field Trip Ad Hoc Facilities	3 three-year	07/2022-06/2025 07/2019-06/2022 07/2016-06/2019
Tracy Deveau	Trustee	Finance Personnel Ad Hoc Facilities	1 three-year	07/2021-06/2024
Peter Farrell	Trustee	Development Finance	2 three-year 2 one-year	07/2020-06/2023 (Term Ended) 07/2017-06/2020 07/2016-06/2017 03/2016-06/2016
Kiki Fluhr	Trustee	Development Personnel Ad Hoc Facilities	2 three-year	07/2022-06/2025 07/2019-06/2022
Jimmy Juste	Trustee	Development Governance	1 three-year	07/2022-06/2025
Natacha Julian	Trustee	Governance Finance	1 three-year	07/2020-06/2023
Cynthia Lyons	Trustee Parent Rep	Parents Association	1 one-year	07/2022-06/2023 (Term Ended)
Ken Poudrier	Trustee	Finance Development (Co-Chair) Ad Hoc Facilities (Chair)	2 three-year	07/2022-06/2025 07/2019-06/2022

Edwin Rivera	Chair	Executive Ad Hoc All Committees	3 three-year	07/2020-06/2023 (Term Ended) 07/2017-06/2020 07/2014-06/2017
William Smyth	Vice Chair	Executive Personnel (Chair) Governance Finance	5 three-year 1 two-year	07/2020-06/2023 (Term Ended) 07/2017-06/2020 07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Andrew Sobers	Trustee	Finance	1 three-year	07/2022-06-2025
Tadhg Sullivan	Trustee Student Rep	Ad Hoc Field Trip	2 one-year	07/2022-06/2023 (Term Ended) 07/2021-06/2022
Kathleen Trask	Trustee	Personnel Governance Ad Hoc Facilities	2 three-year <i>Resigned</i> 6/30/2023	07/2021-06/2024 (Resigned) 07/2018-06/2021
Kate Trowbridge	Trustee Faculty Rep	Ad Hoc Field Trip	1 three-year	11/2022-06/2025
Vincent Walsh	Treasurer	Finance (Chair) Governance Ad Hoc Facilities	2 three-year 1 one-year	07/2021-06/2024 07/2018-06/2021 12/2017-06/2018

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2023-2024 SCHOOL YEAR</b> <b>All meetings are posted on the School's website: <a href="http://www.sscps.org">www.sscps.org</a></b>	
<b>Date/Time</b>	<b>Location</b>
Wednesday, July 12, 2023 / 9:00am	700 Longwater Drive, Norwell with access via Zoom
Thursday, September 21, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, October 12, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, November 9, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, December 7, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, February 8, 2024 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, March 14, 2024 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom
Thursday, May 9, 2024 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom

**COMMITTEE MEETING SCHEDULES FOR THE 2023-2024 SCHOOL YEAR****All meetings are posted on the School's website: [www.sscps.org](http://www.sscps.org)**

<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Executive Committee	July 5, 2023 / 9:00am September 13, 2023 / 9:00am October 4, 2023 / 9:00am November 1, 2023 / 9:00am November 29, 2023 / 9:00am January 31, 2024 / 9:00am March 6, 2024 / 9:00am May 1, 2024 / 9:00am	Conference Call
Development Committee	Prior to each Board Meeting at 7:00pm	In-person, via Zoom or other virtual platform
Finance Committee	Prior to each Board Meeting at 6:30pm	In-person, via Zoom or other virtual platform
Governance Committee	Prior to each Board Meeting at 6:00pm	In-person via Zoom or other virtual platform
Personnel Committee	Prior to each Board Meeting at 5:30pm	In-person, via Zoom or other virtual platform

**APPENDIX D****Facilities**

<b>Address</b>	<b>Dates of Occupancy</b>
100 Longwater Circle, Norwell, MA 02061	August 2003 - Present
104 Longwater Drive, Norwell, MA 02061	August 2011 - Present
700 Longwater Drive, Norwell, MA 02061	August 2016 - Present

**Enrollment****2024-2025 Enrollment Lottery**

<b>Action</b>	<b>2024-2025 School Year Date(s)</b>
Student Application Deadline	February 29, 2024
Lottery	March 8, 2024