



South Shore Charter Public School

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2021-2022 Annual Report

August 1, 2022

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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	1037 as of 6/17/2022
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2021-2022 school year	180	Students on Waitlist	500 as of 6/30/2022
School Hours	8:15am-3:00pm	Age of School	27 years
Mission Statement:		Inspiring every student to excel in academics, service, and life	

From the Chairman of the Board of Trustees

July 2022

On behalf of the Board of Trustees, I am pleased to present the 27th Annual Report of the South Shore Charter Public School. This year's Annual Report provides a summation of how the School continued to fulfill its core academic mission of inspiring every student to excel in academics, service, and life. Never has this mission been more important than this year when so many students have returned from interrupted instruction.

Founded in 1995, the School remains one of the oldest charter schools in the Commonwealth of Massachusetts. Although there have been changes over the decades, the School has remained committed to the mission and continues to overcome obstacles created by two years of an ongoing global pandemic.

Illuminated within this Annual Report is the commitment to providing every student with a cohesive and comprehensive education throughout this challenging year. Evidence can be found upon review of this year's accomplishments including:

- Four students were awarded the State Seal of Biliteracy recognizing high school graduates who attain high functional and academic levels of another language and English.
- Held a series of successful in-person enrollment events and received 668 applications from over 26 school districts.
- Awarded \$231,234 as part of the DESE Teacher Diversification Pilot Program Grant.
- Remained open for teaching and learning throughout the pandemic surges in January and May to provide consistency and foster student well-being despite high absenteeism of students and staff.
- Applied and received DESE approval for an amendment to the Enrollment Policy for school bus transportation for students beginning in 2022-2023.

Student social/emotional health has remained at the forefront of our work throughout the school year. Teachers have continued the Open Circle Curriculum and Advisory Curriculum to teach indispensable topics such as bystander behavior and becoming an ally. We have seen our students grow and thrive this year as they worked to reacclimate themselves to full in-person learning and rediscover what it means to be a student at the South Shore Charter Public School.

Diversity is our strength. The School's English Language Learner population continues to grow, enriching our school community with many cultures and languages. The school community remains committed to working to end systemic racism and injustice. For the second year in a row, SSCPS teachers and staff have participated in the National Anti-Racism Teach-In (NART). Teachers have developed anti-bias curriculum and classroom activities for the school year that support inclusion and social justice. School administrators joined the DESE Teacher Diversification Pilot Program in its first year and are looking forward to continuing the work next year.

The future holds much promise as we approach our 28th year. The South Shore Charter Public School holds steady as a school of choice throughout the south shore. We remain committed to full inclusion and continue to serve as a model school for other charter schools and districts. We look forward to continuing the work and reaching new heights for our school and community.

Respectfully submitted,
Edwin Rivera

FAITHFULNESS TO CHARTER

Mission and Key Design Elements

The South Shore Charter Public School has held fast to its mission and educational philosophy of inspiring every student to excel in academics, service, and life. Whether it is organizing the school store, or performing for students in a lower grade, or participating on an athletic team, student life embodies the principles which founded the school in 1995. Fundamental to the school's mission is a commitment to project-based learning, and a unique educational structure which augments a standards-based curriculum with experiential and inquiry-based learning most evident in the school's Projects (K-8) and Workshops (9-12).

The mission of SSCPS is to support students to excel academically, while serving their communities and preparing for college and career. This year the focus on student mental health and well being was paramount. Although COVID-19 had a significant impact on daily life at school, teachers and staff worked continually to mitigate student anxiety and fostered a sense of well-being throughout the school day. Despite the pandemic, students continued to find creative ways to maintain community. High school students continued to participate in the School's governance model. High school students elect a governing student body, two representatives to the School Council, and a student representative who is a voting member of the Board of Trustees. The School supports college and career readiness by ensuring that each senior completes a college course requirement prior to graduation, takes Ethics, and for the second year, provides a financial literacy program for high school students. This year graduating Seniors had the opportunity to complete an internship as their Senior Project through a wide range of placements that included several schools, local businesses, and hospitals. The School continued its dual enrollment program with Massasoit Community College and held SAT and PSAT exams as scheduled.

Although far from the year of minimal disruption the school community had hoped for, students and teachers worked hard to create a learning environment where all students felt safe and valued. Reminders of who we are as a school community remained constant. Projects and Workshops returned, allowing students and faculty to build relationships, work together, follow their interests, establish goals, and serve community needs. Students were able to deliver outstanding Exhibitions of Mastery on all levels. Students learned by doing, using the advantage of being all together with their peers to create, produce, and defend work. Working as a team returned. A project-based learning model reminded students of the importance of teamwork, communication, service, and organization. We remain grateful for the support of our families, faculty, and staff, and for the ongoing commitment of our trustees. The work ahead continues to ensure that every student feels safe, supported, and ready for social support, developmental growth, and academic learning throughout the upcoming school year.

Amendments to Charter

Date Submitted	Amendment Requested	Approved
Submitted 31 May 2022	Enrollment Policy Section I. j. The South Shore Charter Public School will provide regional transportation services to residents of the School's sending districts identified in the School's charter. Transportation routes for all students who reside more than two miles from school, will be provided with transportation to school by SSCPS, with a bus stop one mile or less from the student's residence. Transportation routes may be established in the following cities and towns: Abington, Braintree, Brockton, Cohasset, Duxbury, East Bridgewater, Halifax, Hanover, Hanson, Hingham, Holbrook, Hull, Kingston, Marshfield, Norwell, Pembroke, Plymouth, Plympton, Quincy, Randolph, Rockland, Scituate, Weymouth, and Whitman. Students residing in the Town of Norwell are eligible for transportation through Norwell Public Schools. Transportation will be provided in accordance with the Charter School Technical Advisory 16-1: Transportation.	Approved 28 June 2022

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 2020-2021 school year as published on the Department of Elementary and Secondary Education website:

2020-21 Student Discipline					
https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04880000&orgtypecode=5&=04880000&					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1,035	12	0.2	1.0	0
EL	119	0			
Economically Disadvantaged	321	7	0.3	1.9	
Students with Disabilities	225	5			0
High Needs	600	12	0.3	1.7	0
Female	500	3			
Male	531	9	0.2	1.5	0
American Indian or Alaska Native	4	0			
Asian	58	0			
African American/Black	367	6	0.3	1.4	
Hispanic/Latino	65	0			
Multi-race, Non-Hispanic/Latino	65	0			
Native Hawaiian or Pacific Islander	0				
White	476	4			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.

Relationships are central to the building of a strong school community at South Shore Charter Public School. School policies addressing misbehavior strengthen rather than weaken relationships. The distance created by the COVID-19 pandemic had a negative impact on those important relationships. As the faculty prepared to return to full in person learning in the fall of 2021, teachers understood the significant work needed to support students upon return. Teachers planned to support the social-emotional needs of students and to help them reestablish strong relationships with their teachers and one another. The fall of 2021 saw the return of community building trips at the middle and high school levels, revised Advisory curricula, an increase in Open Circle time, and the return of clubs and activities. The School is committed to a continued focus on relationship building in the 2022-2023 school year.

Student discipline was a challenge this school year. 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.

The faculty and staff at SSCPS have continued to do significant work to find effective ways to address disciplinary infractions without excluding students from school. Hybrid learning proved to be a significant challenge to Restorative Justice practices and the type of discussions necessary to the success of this approach. This school year Restorative Justice efforts were restarted at the middle school and will expand next year to the high school.

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 Early Childhood Education Program Quality Workgroup SEL Subcommittee , the resources compiled were distributed to early childhood educators across the data	Social Emotional Learning Resources are posted on the DESE Early Learning Resources webpage and are used by educators across the Commonwealth
The importance of teaching about UNESCO World Heritage Sites/ implementation of related intercultural novice and intermediate level activities	Presentation at the Massachusetts Foreign Language Association Conference in October	Maria Lappas, 5-8 World Languages Teacher	Attendees at the Massachusetts Foreign Language Association Conference in October	Curricular materials, resources, videos, supporting instruction about UNESCO World Heritage Sites
Supporting students with High Needs transition from High School	Shared with all LS staff of students ages 14 and up in SSCPS new Transition Inventory (TPI 3) to help begin to develop best practice for all students on IEPs ages 14 and up. All LS staff in level 4 and the high school participated in Transition P.D. through Amanda Greene at DESE. Further PD regarding developing interagency teams provided through DESE.	Michelle Gallagher, Learning Service Teacher and HS SPED Coordinator, Matthew Tondorf, Director of Learning Services	Regular conversations with DDS to help gain the most information possible to help guide parents through the transition process. Best Buddies Pre-Employment division.	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 sending districts in developing professional development opportunities related to special education and inclusion	Met monthly with 15-35 special education directors to discuss policy and hot topics in special education. South Shore Special Education Directors Network	Matthew Tondorf, Director of Learning Services	Virtual, South Shore Special Education Directors Network	Designing inclusive programming and designing professional development for special education staff; sharing of best practices, development of documentation tools for parents

ACADEMIC PROGRAM SUCCESS

Student Performance

A. South Shore Charter Public School's School Report Card:
<https://reportcards.doe.mass.edu/2021/04880550>

B. Additional Evidence of Academic Progress:

During the 2021-2022 school year SSCPS had a total of 114 Advanced Placement course enrollments. 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® US History, AP® World History: Modern, AP® Chemistry, and AP® Biology. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	11	2.73	1-4
Chemistry	9	1.56	1-3
Calculus, AB	13	1.58	1-4
Calculus, BC	3	1.67	1-2
Statistics	7	1.83	1-3
Language and Composition	20	2.7	1-5
Literature and Composition	5	4.4	2-5
World History: Modern	29	2.87	1-5
United States History	16	2.3	1-4

SSCPS returned to the School's traditional testing calendar this school year. The School administered the PSAT to Juniors in October with 80 out of 81, or 99%, students testing. The school administered the SAT school day exam to eleventh grade students in April. Eighty out of 80 or 100% of Juniors took advantage of this opportunity. The school restarted testing of students in grade 10 with the PSAT 10 in the spring with 73 out of 76, or 96% of students testing. Eighth graders and ninth graders participated in the PSAT 8/9. Eighty-three out of 92, or 90% of ninth graders tested. Seventy-seven out of 81, or 95% of eighth graders participated. These exams provided teachers with excellent data to use as they plan curricular changes and interventions to close the learning gaps resulting from the pandemic.

The South Shore Charter Public School increased support for early literacy and literacy intervention this school year as teachers worked to close gaps. The School shifted to using DIBELS 8 for literacy intervention, assessing all students in grades K-4 three times a year and progress monitoring those not at benchmark between assessment periods. The school increased the number of reading intervention teachers from one to two and added additional intervention groups taught by members of the administrative team. The increased staffing allowed the school to more than double the number of intervention groups and provide push-in reading support for grades K-2. In the summer of 2021 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 2021-2022

Grade Level	Assessment Period	Percentage Well Below Benchmark	Percentage Below Benchmark	Percentage At Benchmark	Percentage Above Benchmark
Kindergarten	BOY	36%	26%	19%	19%
	EOY	19%	14%	34%	33%
Grade One	BOY	30%	19%	19%	32%
	EOY	21%	14%	23%	42%
Grade Two	BOY	32%	12%	28%	28%
	EOY	20%	19%	26%	35%
Grade Three	BOY	23%	21%	26%	30%
	EOY	20%	10%	27%	43%
Grade Four	BOY	22%	27%	30%	21%
	EOY	15%	20%	32%	33%

In Kindergarten the percentage of students at or exceeding benchmark grew from 38% to 67%. In grade one the percentage increased from 51% to 65%. In grade two the percentage grew from 56% to 61%. In grade three the percentage increased from 56% to 70% and in grade four the percentage grew from 51% to 65%. Recovery from the pandemic is a multi-year project. The School plans to continue to support the increased staffing and resources for early literacy into the 2022-2023 school year.

Students in grade twelve considered post-secondary education in a challenging environment. They balanced reacclimating to in school learning with completing Exit Standards and applying to college. Despite this challenge, all graduating SSCPS high school Seniors met the college acceptance requirement. Students were admitted to a range of two year and four year public and private colleges and universities.

Class of 2022 College Acceptances

- | | | |
|--------------------------------------|--|---|
| Ana Maria College | Merrimack College | University of Maine |
| Brescia University | New England College | University of Massachusetts - Amherst |
| Bridgewater State University | Ohio Wesleyan College | University of Massachusetts - Boston |
| Bryant University | Plymouth State University | University of Massachusetts - Dartmouth |
| Coastal Carolina University | Providence College | University of Massachusetts - Lowell |
| Culinary Institute of America | Quincy College | University of New England |
| Curry College | Regis College | University of New Hampshire |
| Dean College | Salem State University | University of New Haven |
| Embry Riddle Aeronautical University | Simmons University/Columbia University | University of Rhode Island |
| Emmanuel College | Smith College | Wentworth Institute of Technology |
| George Washington University | Stonehill College | Westfield State University |
| Hampshire College | Suffolk University | Wheaton College |
| Lesley University | University of Connecticut | |
| Mass College of Arts | University of Hartford | |
| Massasoit Community College | | |

PROGRAM DELIVERY

Curriculum, Instructional Model, Assessment

English Language Arts

The K-8 ELA curriculum continues to focus on writing, reading comprehension, and world knowledge. The K-8 curriculum encourages teacher input and has allowed Social Studies and ELA curricula to horizontally align and adapt texts to meet the requirements of the new Social Studies Curriculum Framework. The school library reopened following closure during the COVID-19 pandemic. Parent volunteers and teachers worked diligently each week to put books in the hands of our youngest students. The School continued to run expanded summer programming to provide identified students with opportunities for both acceleration and remediation in ELA.

K-4 Teachers administered the DIBELS reading assessment in September, January, and May to monitor progress throughout the school year. Assessment data was used to create intervention groups and target methodology to reduce pandemic learning gaps. The Heggerty Phonemic Awareness Curriculum was implemented for a second year. 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.

Students in grades 5-8 read texts from a number of writers from Shakespeare to Kadir Nelson, and in a multitude of genres. The ability and willingness to research and write about what is important to our students come directly from the ELA classroom and the lessons our teachers deliver to students. For example, in February students wrote and displayed their own poems in honor of Black History Month. By studying the voice of others, students discovered their own voice as a writer and were able to explore their relationship with text and the world around them.

Vertical alignment of the middle school and high school curricula is essential. Teachers in those grades know the texts and skills that students are required to study at each grade level. For continuity to happen in the school-wide ELA curriculum, common meeting time for teachers is essential. This year the high school ELA teachers worked on continuity; teachers know the texts and skills that students have studied or will study at each grade level. For continuity to happen in the school-wide ELA curriculum, these reference points are essential. Knowing that students have studied *A Midsummer Night's Dream* in middle school allows high school ELA teachers to use that knowledge as a springboard when studying *Romeo and Juliet* in grade nine. In addition, middle and high school ELA teachers continue to recognize the importance of teaching the whole student and collaborated to ensure success in ELA was transferable to achievement in other academic areas.

Mathematics

Math teachers began the school year ready to address student needs and learning gaps resulting from a year and a half of disrupted learning. The School purchased the online platform iXL to help teachers provide personalized intervention. The platform is customizable, allowing teachers to create individualized programs for students that address their needs as identified through assessment. The K-8 faculty performed benchmark testing three times this school year through iXL. Teachers used the program to assign topics to individual students to practice during Focused Instructional Time (FIT). While some students were engaged with the program, 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. The program is user-friendly, allowing students to navigate topics independently so that teachers face minimal interruptions while instructing small groups.

The primary focus of math curriculum work this year was on prioritizing standards based assessment data. Teachers made adjustments to curriculum maps that reflected the need to reteach concepts not sufficiently covered during remote and hybrid periods of instruction. In many cases this required teachers to go back to materials from the previous grade level. Teachers used iXL benchmark assessments, MCAS results, PSAT data, and teacher created assessments to prioritize these 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 used the Google Workplace platform to share curricular materials and track pacing.

In grades K-7, teachers continued to provide instruction using the Eureka Math curriculum from Great Minds. During professional development time teachers spent significant time supplementing the curriculum with resources to address weaknesses in the curriculum, particularly in the area of fluency. Teachers also worked together to design more opportunities for students to collaborate with peers in math class through games and partner activities that are lacking in the standard curriculum.

The School applied for and received a DESE sponsored Accelerating Mathematics Grant for the 2022-2023 school year. The grant will allow the School to purchase additional Eureka materials for students in grades K-7 as well as the digital assessment system. It will also fund K-8 implementation of Zearn, an online curriculum that includes guided practice and videos designed to supplement whole group and small group instruction. Math teachers in grades K-8 will attend Zearn professional development in the fall. All math teachers, grades K-12, will attend grant-funded professional development focused on math fluency through Great Minds when they return to the building in August.

The School expanded its after school tutoring program focused on mathematics, offering in person tutoring to students in grades 2-8 from November through May. Included in this was a month-long program tailored specifically to the needs of English Language Learners in grades three and four. 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. Ninth grade students in PreAP® courses across subjects benefit from the shared instructional practices and routines that encourage the strengthening of the critical thinking skills key to math achievement throughout high school, post-secondary education, and career.

In addition to a focus on closing learning gaps and prioritizing standards, teachers at the high school level worked 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 worked with the History/Social Studies department to incorporate financial literacy into the curriculum in both subject areas with a focus on Juniors and Seniors. Math teachers worked with the science department with a particular focus on adjusting the curriculum to prepare for a transition to Introductory Physics as the first high school science course in the sequence beginning in the 2022-2023 school year.

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 questioning, as well as to partake in hands-on investigations. During the 2021-2022 school year, teachers made continued adjustments to science instruction by using a wide variety of instructional strategies and tools; many of which were initially deployed to accommodate remote instruction, to support our diverse group of student learners.

K-2 teachers continued the partnership with Holly Hill Farm in Cohasset. Instruction in classrooms also involved teacher made lessons and the use of digital platforms like Mystery Science. Classroom instruction, combined with visits to the farm, allowed K-2 students to experience the outdoors and interact with the processes of nature that surround them, thus fostering the necessary connection between the skills base of science and its role in everyday life. The farm partnership and the outdoor education model continues to be engaging for students and effective for student learning. Kindergarten teachers continued the *One Bean* curriculum.

Seventh grade students partnered with a kindergarten classroom to support the instruction of the unit. Seventh grade students led activities, group discussions, and helped our youngest students plant and grow their own bean plants. Multi grade learning emphasizes the school-wide priority of learning across all levels.

Instruction in grades three and four included modified FOSS units in conjunction with teacher created activities. Both teachers and students were happy to reinstate in-person, hands-on activities which promote science learning through questioning and investigation. Teachers in grades five and six adjusted to moving classrooms. Hands-on investigations

were reintroduced, but traveling teachers experienced challenges that were countered with engagement strategies, including stations and supplemental use of digital technology including Legends of Learning and iXL. With a focus on identifying areas of need, the science department focused instructional time (FIT) blocks around remediation, recitation, and enrichment.

Teachers in middle and high school offered a variety of FITs, as well as adapted instruction to identify students for each tier of intervention. Opportunities for enrichment included FITs in coding, engineering, and computer game design, offering enrichment activities posted on Google Classroom, as well as providing free choice book lists for students at the high school. Remediation and recitation were delivered in the classroom and in academic support FIT. At the high school level, students were provided academic support to ensure that students for MCAS retake and the Spring Biology MCAS.

The 6-8 science teachers met to explore the adaptation of a new curriculum, to make improvements to the current curriculum, and to effectively incorporate the Science and Engineering Practices. We were awarded a Pilot grant for OpenSciEd in April. This pilot grant will allow us to send two educators to summer professional development, as well as cover the cost of new supplies and open sourced curriculum materials. High school professional development discussions focused on course sequence adjustments and a new physics first curriculum. Changes made to the science scope and sequence will better serve our student population and align horizontally with mathematics.

High school teachers continued implementation of the PreAP® Biology curriculum for all students in grade nine. Our school was accepted to participate in the STEM AP Access Expansion Opportunity (SAPAO) grant program with the MA Department of Elementary and Secondary Education (DESE) and VHS Learning. The purpose of the grant is to allow students the opportunity to experience AP courses via VHS that would not be otherwise available to them at their school district. The program will provide our students the opportunity to enroll in AP Computer Science Principles, AP Physics I, and AP Environmental. These courses are free of charge and each student will receive materials for the course. Our school year culminated with our AP Chemistry and AP Biology students taking exams in May and our 9th grade Biology cohort taking the first issue of the next-generation, computer-based test aligned to the 2016 STE Standards.

History and Social Studies

The history and social studies department integrated a host of digital and traditional tools as we returned to a full year of in-person teaching and learning. Lessons happily included more face-to-face collaboration than the pandemic had previously allowed. In order to close pandemic-related gaps, the department's goal focused on teaching students to develop theses (claims) and support them with evidence and reasoning. A return to more frequent and traditional formative and summative assessments allowed teachers to remediate or accelerate student learning as necessary.

Teachers in middle school and high school continued to use Google Classroom as the primary digital platform. Instruction focused on developing content knowledge and building literacy skills that foster inquiry and analytical and critical thinking while also attending to students' social and emotional health. Social studies and history teachers (K-12) taught thoughtfully about heritage months, holidays, and current events in developmentally-calibrated ways. Teachers continued to develop and implement inclusive and culturally responsive curriculum materials intended to elevate mastery of standards from the *Massachusetts History and Social Studies Curriculum Framework*. Teachers of eighth graders and seniors facilitated civics action projects that involved research, planning, action, and reflection.

Several teachers met in late June 2021 to develop financial literacy units and financial literacy FITs (Focused Instructional Time), and those were implemented in grades kindergarten through twelve. Many of the units featured experiential learning. For instance, kindergarten students made spending decisions in a simulation that allowed them to purchase school supplies using classroom currency. Several seniors who participated in a financial literacy FIT visited first grade classrooms to teach financial literacy skills. Social studies teachers in Levels I and II planned standards-based social studies lessons that emphasized inquiry, geography, and civic engagement. They also reviewed new curriculum materials that will be implemented next year. Commonwealth Museum docents virtually visited Level II classrooms to host trivia games and share information about museum exhibits. Additionally, teachers used project-based learning to demonstrate students' standards mastery.

Many high school students successfully completed the AP® United States and AP® World History: Modern courses and exams. AP® World History: Modern continued to be a popular course for sophomores, and several students who took AP® World History: Modern have enrolled in AP® U.S. Government and Politics. There were some meaningful revisions to the Ethics course, including the adoption of a central text and changes to the genocide unit. The Ethics course culminated with the traditional senior debates.

World Languages

During the 2021-2022 school year, the world language department expanded to include French III, as well as FITs for all French and Spanish honors classes at the high school. We had 15 students in grades 11 and 12 take either the AAPPL or Avant exam to qualify for the Seal of Biliteracy. The Seal recognizes high school graduates who attain proficiency in two or more languages by high school graduation. Qualified students received a seal on their high school transcript to signify the award along with a certificate of achievement. This school year, we had one student receive the Global Seal of Biliteracy in Spanish and another student receive both the Massachusetts and Global Seal in both Spanish and Portuguese. The French 4 curriculum will also be outlined and planned out this summer to be implemented in the 2022-2023 school year.

Teachers within the department have focused more on a communicative classroom and continue to adapt their curriculum to a more proficiency-based one. Proficiency is not what students know about the language, but rather what they can do with it. The department's group goal was for each teacher to create a proficiency based unit based on a current unit they teach. Level 1, grades K-2, absorbed the culture of many different Spanish speaking countries this year. Students interpreted poems, dances, music and stories from places like Honduras, Peru, Dominican Republic, Spain and Mexico. Level 2, grades 3 and 4, mastered the technique of using sentence builders to create paragraphs in Spanish. Students interpreted poems and virtually traveled to various Spanish speaking countries. They moved beyond memorized phrases to creating communication from within their own knowledge. In the middle and high school language classrooms, teachers used proficiency levels and ACTFL performance descriptors to provide concrete benchmarks. While focusing on communication, language classrooms were centered around the three modes of communication (interpretive, interpersonal, and presentational). Students were introduced to authentic resources, engaged in real-life conversations with their peers and teachers and created presentations on meaningful content. Units and lessons were planned using backward design and teachers regularly provided feedback through the use of proficiency rubrics.

The World Language Department had the opportunity again to attend the American Council on the Teaching of Foreign Language (ACTFL) virtually this fall, where teachers took part in workshops on proficiency driven lessons, assessing for proficiency, social justice and critical cultural awareness. Two teachers in the department completed or are currently enrolled in master's programs that will advance their licenses to an initial licensure in the teaching of world languages. This summer two teachers and the curriculum coordinator will attend the Massachusetts Foreign Language Association (MAFLA) Proficiency Academy at Westfield State University.

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 22nd 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 occupational therapy and speech and language department. A learning services teacher was added in both the high school and elementary school. 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 virtual 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 vocational and transitional program continued to provide programming this school year working with our partner programs (i.e. Best Buddies, Savers, Cardinal Cushing, and Good Life Kitchen) to support student transitional goals. 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 seniors utilized Cardinal Cushing's vocational classes during school hours to help them prepare for post-secondary work and develop employable skills. Best Buddies also supplied the high school transition class with weekly meetings that included virtual job shadowing. 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.

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.

The School continued with Abbott BinaxNOW and the pooled testing programs that were available through the Massachusetts Department of Health and DESE. The School provided information about the programs to the community by email, print flyers, and through the *Weekly Update*. Updates to both testing programs were ongoing throughout the school year as the School participated in both the test and stay and home testing programs. The School provided 24/7 Health Office coverage staffed by nurses who worked diligently to contact trace, test, and keep families and staff informed of changes and updates to the policies regarding COVID-19.

In addition to the work to ensure the health of the community, the School continued with an antiracism initiative that will continue moving into the 2022-2023 school year. Thirty staff members participated in the National Anti-Racism Teach-in conference in August as the school sponsored the event at the gold level. The faculty group that attended the conference designed a professional development workshop for the full faculty in August.

The return of all students to the building in the fall brought challenges as students struggled both to reestablish relationships and to get accustomed to the routines of school. Teachers brought social emotional learning back to their classrooms adapting both the Open Circle and Advisory curriculums to meet student needs and embedding this work in their academic teaching. Through the Massachusetts Aggression Reduction Center (MARC) out of Bridgewater State University, the School provided peer leadership training for members of the Student Board at the high school level. MARC also provided training for students in grades five and six focused on bullying, cyberbullying, bias, social media use, and peer relationships. Teachers continued with this training using the middle level MARC curriculum geared towards these topics during weekly Advisory periods.

The School scheduled time for social-emotional learning through Open Circle for grades K-4 and Advisory for grades 5-12. A team of teachers worked collaboratively to design Advisory lessons tailored to student needs. The School created a committee of teachers, administrators, and counselors to explore new SEL curriculum options in light of the discontinuation of the Open Circle in 2021. The team met, reviewed, and discussed several options and decided upon the PATHs and EMOZI SEL curriculums for grade K-8. The training and class launches of these programs will begin in August of 2022.

In response to an increase of social-emotional needs in the student population resulting from the events of the past two years, the School scheduled a professional development workshop titled *Helping Traumatized Children Learn* through the Trauma and Learning Policy Initiative (TLPI) in the spring. The training described the prevalence of traumatic experience and how trauma can have neurobiological and psychological impact on children that can undermine their ability to learn, form relationships, and self-regulate their behavior in the classroom and community. The professional development focused on a solution through the creation of a school culture that recognizes the importance of the whole child and supports skill building in relationships and self-regulation. The School will continue this work in the 2022-2023 school year.

The high school social emotional team researched and toured several other high schools this school year to assist in helping SSCPS design and implement a therapeutic support program 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. The team designed the Therapeutic Academic Support Center (TASC). This center will offer high school students with a supportive therapeutic environment by providing structured academic and emotional support within the course of a typical school day. This program will begin in the fall of 2022. Additionally, after reviewing the needs of our students, an additional pupil adjustment counselor was added to the 2022-2023 budget. This additional support will allow SSCPS to continue to prioritize the social emotional support of all students.

ORGANIZATIONAL VIABILITY

Organizational Structure

There were few changes to the organizational structure of the School during the 2021-2022 academic year. The School continues to thrive academically with five curriculum coordinators to vertically and horizontally align curriculum and to facilitate teaching and learning in each subject area. Students and families continue to benefit from three assistant principals, K-4, 5-8, and 9-12 who are accessible to teachers, students, and families as the school year progresses. 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. Small class size and individualized instruction remain a priority on all levels.

During the 2021-2022 school year, SSCPS continued to adhere to all health and safety protocols required by DESE and the Massachusetts DPH. Unlike last year, the School began the 2021-2022 school year with full kindergarten enrollment and resumed full class size K-1. In addition to three COVID-19 testing programs, symptomatic, pool and at home, the School maintained 24/7 coverage for the Health Office to assist with COVID-19 contact tracing, protocols, and information throughout the school year.

SSCPS Annual Family Survey

The results of the 2022 Annual Family Survey demonstrate ongoing support for the School's academic programs. This year the School received 213 responses from 665 families; a response rate of 32 percent. Data gleaned from the survey continues to determine school programming, as well as develop plans for targeted efforts, and define and enhance school culture. Survey results indicate the degree to which families agree with the statement, "SSCPS offers a rigorous academic program that prepares students well for future schooling." 95.24 percent *Agreed* or *Strongly Agreed* for English Language Arts, 91.94 percent *Agreed* or *Strongly Agreed* for Mathematics. 88.77 percent *Agreed* or *Strongly Agreed* for Science. 92.51 percent of families *Agreed* or *Strongly Agreed* for Social Studies. 88.1 percent of families *Agreed* or *Strongly Agreed* for World Languages and 90.38 percent *Agreed* or *Strongly Agreed* for the Arts.

Parent Survey Question 4

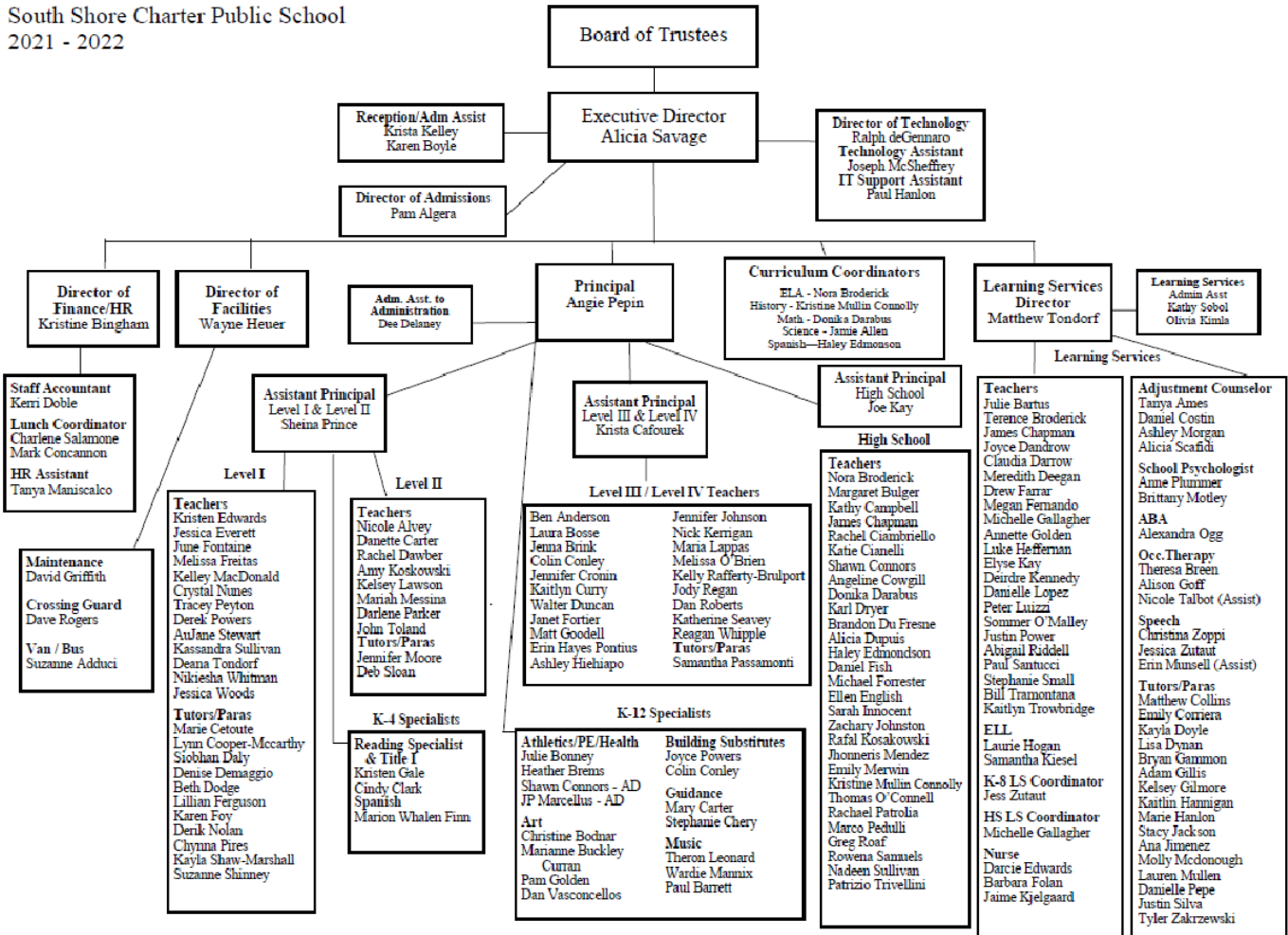
Agreed or Strongly Agreed with the following:

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

Subject	2020	2021	2022
English Language Arts	96.77	91.59	95.24
Mathematics	95.16	92.56	91.94
Science	91.93	93.49	88.77
Social Studies	96.78	92.46	92.51
World Languages	89.83	83.91	88.1
The Arts	90.32	86.13	90.38

Organization Chart

South Shore Charter Public School
2021 - 2022



BUDGET AND FINANCE

Financial Profile

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2022 including depreciation expenses. These include the FY22 Statement of Financial Position, FY22 Statement of Activities and Changes in Net Assets, and the FY23 Approved Operating & Capital Budget. The School's independent audit will be completed by October 31, 2022. This audit will be provided to the ESE, the Legislature's Joint Committee on Education, Arts and Humanities, members of the SSCPS Board of Trustees, the Office of the State Auditor, and the State Inspector General's office. If you wish a copy, please contact the Business Office at 781-982-4202 x106.

UNAUDITED	Statement of Financial Position For the period ending June 30, 2022	DRAFT
CURRENT ASSETS		
	Cash	\$7,661,902
	Deposits & Prepaid Expenses	252,268
	Accounts Receivable	42,641
	Grants/Tuition Receivable	<u>268,644</u>
Total Current Assets		\$8,225,455
Property & Equipment		
	Furniture & Equipment	\$541,272
	Technology	1,531,761
	Vehicles	343,974
	Building & Improvements	5,463,527
	Loan Fees-Old	17,100
	Accumulated Depreciation	<u>(4,245,146)</u>
Net Property & Equipment		\$3,652,488
Other Assets	Right to Use Assets	<u>\$12,269,826</u>
TOTAL ASSETS		<u>\$24,147,769</u>
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	\$1,488,062
	Due to Others	<u>154,638</u>
Total Current Liabilities		\$1,642,700
Long Term Liabilities		
	Lease Liabilities	<u>\$13,049,632</u>
Total Liabilities		\$14,692,332
Net Assets (Equity)		
	Retained Earnings	\$8,831,333
	Opening Balance Equity	206,527
	Temporarily Designated	20,808
Net Income/Loss	Net Income/Loss	\$396,769
Total Equity		<u>\$9,455,437</u>
TOTAL LIABILITIES & EQUITY		<u>\$24,147,769</u>

UNAUDITED Statement of FY22 Activities and Changes in Net Assets DRAFT

For the period ending June 30, 2022

	FY22 APPROVED BUDGET	FY22 ACTUAL EXPENDITURES
OPERATING REVENUES:		
Per Pupil Revenue	\$17,091,000	\$17,174,681
Grants-State	0	
Grants-Federal	801,955	1,160,492
Grants-Local	19,000	23,200
Program Fees	170,500	472,587
Contribution/Fundraising	26,200	8,532
Interest Income	20,000	15,574
Other-Medicaid Reimbursement	<u>25,000</u>	<u>33,880</u>
Total Operating Revenues	<u>\$18,153,655</u>	<u>\$18,987,821</u>
OPERATING EXPENDITURES:		
Salaries & Wages	\$12,413,657	\$12,744,967
Travel Expense	1,500	1,309
Employee Fringe Benefits	1,438,895	1,392,280
Payroll Taxes	399,171	331,718
Professional Development	80,500	169,128
Rent/Lease	12,500	15,085
Real Estate Taxes	0	3,098
Utilities	237,938	244,142
Maintenance Contractor	378,626	316,811
Maintenance Supplies/Materials	46,000	29,958
Insurance (Commercial & Auto)	65,000	64,765
Office Supplies	71,000	59,733
Advertising	11,000	3,743
Postage & Delivery	8,850	3,888
Printing & Reproduction	2,000	736
Copiers Leases/Maintenance	57,500	61,596
Professional Fees	117,000	117,762
Transportation	51,000	47,759
Field Trip Expense	36,000	26,726
Academic Supplies	251,797	218,966
Service Contractors-Instruction	88,480	103,453
Technology	167,324	204,824
Furniture & Equipment	5,750	40,300
Library Materials	2,500	0
Testing & Accreditation	2,000	0
School Events/Board Retreats/Food Services	191,500	393,769
Interest Expense	631,293	632,916
Awards	3,000	2,000
Depreciation	450,000	396,965
Amortization	1,014,468	1,014,468
<u>Bad Debt Expense</u>	<u>2,000</u>	<u>0</u>
Total Operating Expense	\$18,238,249	\$18,642,881
Net Ordinary Income/Loss	(\$84,594)	\$344,939
In-Kind Donations	0	51,830
<u>Net Other Income-MTRS In-kind</u>	<u>0</u>	<u>0</u>
Net Income	<u>(\$84,594)</u>	<u>396,769</u>
QUASI CASH PROFIT/LOSS CALCULATION:		
Add back Depreciation	\$450,000	\$396,965
Add back Diff in Rent & Capital Amort	230,600	217,973

Less: Capital Tech	0	(7,790)
Less: Capital Equipment	(183,020)	(14,313)
<u>Less: Capital Building Improvements</u>	<u>(141,000)</u>	<u>(104,513)</u>
Subtotal	<u>\$356,580</u>	\$488,322
Total Quasi Cash Reserves Profit or Loss	<u>\$271,986</u>	<u>\$885,091</u>

FY23 Operating & Capital Budget-Approved by BOT May 12, 2022

South Shore Charter Public School FY23 Annual Operating Budget Request		
Ordinary Income/Expense		
Income		
	4000 · Per Pupil Revenue	\$ 18,232,000
	4005 · DOE Administered Grants	918,900
	4030 · Other Revenue Sources (Program Fees)	216,000
	4080 · Donations & Fundraising	25,000
	4091 · Local Grants	26,000
	4550 · Medicaid Reimbursement	30,000
	Total Income	\$ 19,447,900
	Gross Profit	\$ 19,447,900
Expense		
	5999 · Salaries & Wages	\$ 13,108,675
	6021 · Travel Exp-Staff & BOT (Travel and Mileage)	2,000
	6026 · Employee Fringe Benefits	1,620,437
	6029 · Payroll Taxes	438,028
	6036 · Professional Development	174,640
	6100 · Rent/Lease (Rent/Lease)	13,000
	6101 · Real Estate Taxes	3,600
	6130 · Utilities (Utilities)	231,778
	6140 · Maintenance Contractor	307,600
	6150 · Maintenance Supplies/Materials	40,000
	6210 · Insurance (Insurance)	95,000
	6220 · Office Supplies (Office Supplies)	50,000
	6240 · Advertising	10,500
	6250 · Postage and Delivery (Postage and Delivery)	8,850
	6260 · Printing and Reproduction (Printing and Reproduction)	2,000
	6270 · Copiers Leases/ Maintenance	61,908
	6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	122,000
	6510 · Transportation	1,440,000
	6520 · Field Trip Expense	41,000
	6530 · Academic Supplies	202,425
	6540 · Service Contractors-Instruction	91,600
	6561 · Technology	186,362
	6562 · Furniture & Equipment Expense	8,000
	6570 · Library/Materials & Software	2,000
	6580 · Testing & Accreditation	28,500
	6800 · School Events/Board Retreats	202,000
	6850 · Interest Expense (Interest Expense)	595,254
	6870 · Awards, Fellowships & College	3,000
	6900 · Depreciation Expense (Depreciation Expense)	430,000
	6901 · Amortization Expense	1,015,548
	7004 · Bad Debt Expense (Bad Debt Expense)	2,000
	Total Expense	\$ 20,537,705
	Net Ordinary Income	\$ (1,089,805)
	Net Income	\$ (1,089,805)
Quasi Cash Calculation		
	Add Back Depreciation	\$ 430,000
	Add Back Diff between Capital Lease Entry & Rent	217,973
	Less Capital Expenditures	
	Technology	\$ (151,774)
	Equipment	(29,100)
	Leasehold Improvements	(78,250)
	SubTotal	\$ 388,849
	Net Cash Effect	\$ (700,956)

FY23 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	1,075
Number of students upon which FY23 budget tuition line is based	1,060
Number of expected students for FY23 first day of school	1,060
Please explain any variances: In FY23, SSCPS will offer regional transportation to our families. We anticipate 10-15 less than our cap due to student demographic shifts throughout the year.	

FY22 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:

Project Description	Project Status	Building	Project Schedule	Project Cost Estimate	How Financed?
Generator Replacement-This project is ongoing	Research Phase	100 Longwater	TBD	\$320,000	TBD
HVAC Heat Pump Replacement	Ongoing	100 Longwater	As needed	\$50,000	Capital Budget
Bathroom Renovations	On Hold	100 Longwater	FY24	\$125,000	TBD
Fire Protection Panel Upgrade	Begin FY23	100 Longwater	FY23 & FY24	\$125,000	Capital Budget
Office spaces-reconfigure classroom space to include office spaces	Begin FY23	100 Longwater	FY23	\$13,500	Capital Budget
Exterior site work is needed for parking lot repaving, relining, curbing and outdoor lighting improvements need to be completed.	Research Phase	100 Longwater	TBD	\$150,000	TBD
New Egress Doors & entry mat	Begin FY23	100 Longwater	FY23	\$24,000	Capital Budget

Lighting Upgrade-LED	Begin FY22	100 Longwater	FY23- classrooms	\$59,000	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.	Research Phase	100 Longwater 700 Longwater 104 Longwater	TBD	\$225,000	TBD
New Gym Flooring & Gym Curtain	On Hold	104 Longwater 700 Longwater	TBD	\$35,000	Capital Budget
LONG RANGE CAPITAL PLANNING					
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 2021-2022

Faithfulness to Charter

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS will provide students with a rigorous academic program that includes project-based learning at every grade level.		
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.	MET	While Projects and Workshops were still impacted by COVID related restrictions, all students, K-12, participated this school year. Ninety-seven percent 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.	Partially met due to COVID-19 restrictions	Priorities shifted this year as the School worked to maintain a safe environment and to address student needs resulting from the pandemic. As a result of this shift, the School waived/modified several Exit Standards at each Level.
Objective: SSCPS will support the academic and social-emotional needs of students in an inclusion model.		
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.	MET	All SSCPS students participated in inclusion classes. At the high school this year 79 out of 184 (43%) high needs students successfully completed Honors and/or Advanced Placement coursework.
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.	Data is incomplete due to COVID-19 restrictions	While we administered many surveys this school year, we did not administer our traditional end of year survey. Our focus this year was on health and safety, closing learning gaps, and addressing pandemic related trauma.
Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.		
Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.	MET	This year 45 out of 59 or 76% of Projects and Workshops participated in community service over the course of the year. Most community service was focused on the school's campus due to COVID-19 restrictions that limited in person interaction outside of the community.
Measure: Annually, 90% of all students will meet the community service requirement.	Measure not met due to COVID-19 restrictions	The School did not encourage traditional community service this school year due to health and safety concerns. Many families were not comfortable sending their children into the community due to the pandemic. As a result, the School waived the community service requirement.

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

<p>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.</p>	<p>MET</p>	<p>Senior Project returned this year after a two year hiatus. All graduating students either participated in an internship or completed an Independent Study project.</p>
<p>Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.</p>	<p>Not Met</p>	<p>15 out of 59 or 25.4% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.</p>
<p>Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.</p>	<p>MET</p>	<p>100% of eleventh grade students participated in the SAT. The mean total score for SSCPS students was 991. The state average was 970 and the national average was 959. In the aggregate SSCPS students exceeded the state average by 21 points.</p>

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

<p>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.</p>	<p>MET</p>	<p>Teachers met weekly both by department and monthly by Level to assess student learning and identify learning gaps in need of remediation. The majority 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.</p>
<p>Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year when permitted per CDC/DESE guidance.</p>	<p>Measure partially met due to COVID-19 restrictions</p>	<p>The School kept students with Level peers for the majority of the school year for health and safety reasons. Keeping students in cohorts whenever feasible was a key component of the School’s pandemic mitigation strategy. SSCPS slowly reintroduced in-person cross-Level activities for students in the spring. These events were limited in scope.</p>

Dissemination

	2021-2022 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: SSCPS collaborates with districts and other charter schools to share innovative practices and provide models for best practices.		
Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences.	Measure not met due to COVID-19 restrictions	The demands of the pandemic required the School to prioritize the health and safety, academic needs, and social-emotional well-being of the students and staff in the building, limiting attendance at conferences. Only one staff member presented at a conference this school year.
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.	MET	The Director of Learning Services met monthly with south shore special education directors through the South Shore Special Education Directors Network to discuss best practices in special education. 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.
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.	MET	This year SSCPS was a gold level sponsor of the NARTi conference. Thirty staff members representing each Level attended the <u>National Anti-Racism Teach-In</u> in August. This is up from 14 staff members participating the previous summer. Two students participated in the teen experience, new this year. The faculty group provided a broad overview training to the staff at large in August.

APPENDIX B

Recruitment and Retention Plan 2022-2023

South Shore Charter Public School Recruitment Plan 2022-2023

2021-22 Implementation Summary

1. The South Shore Charter Public School continues to recruit a student population that reflects the diversity of twenty-six sending districts. The School continues to recruit and enroll students from a wide range of socio-economic, linguistic, and cultural backgrounds. The school actively recruits prospective students from all designated sending districts with the exception of Randolph due to a DESE directive initially issued in February 2021. Due to this directive, the School no longer receives the second highest number of applications from Randolph, but instead the third highest number of applications. This year the School experienced the strongest interest and the highest number of applications from Weymouth (133), the second highest number from Brockton (117), and the third highest number from Randolph (83).

South Shore Charter Public School was pleased to be able to hold an in-person Open House in December. In-person recruitment strategies for the 2021-2022 school year were modified in January due to the winter surge of COVID-19 cases statewide. New this year were *Talk to us Tuesday* sessions held once per week in February. Prospective students and their families were able to visit campus during the day while school was in session. Over 65 visitors were able to tour hallways and classrooms as well as meet current students and their teachers. Following a year of poorly attended virtual open houses, in-person admission events were highly anticipated and successful this year.

CHART data has enabled the School to make decisions and determinations based upon which recruitment strategies have proven successful. The School continued to use social media and online strategies to engage communities and all learners. The School used a direct marketing postcard campaign. The School's website includes simplified enrollment instructions to facilitate the application process, including translation and in-person assistance. The newsletter, *Weekly Update*, continues to reach a broad audience and is made available to prospective families in multiple languages and posted on *Twitter*, *Facebook*, and *Instagram*.

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 11.3 percent increase in the FLNE subgroup for SSCPS, 32.1 in 2018 to 43.4 in 2022. Comparatively, CHART data indicates a lesser 3.0 percent increase of the FLNE subgroup, 20.9 in 2018 to 23.9 in 2022, as the Statewide Average. CHART data for the Comparison Index indicates a 3.2 percent increase of the FLNE subgroup, 13.8 in 2018 to 17.0 in 2022, also lesser than SSCPS.

The English Learner student subgroup demonstrated population increases from 2012 to 2017. Recently 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 3.1 percent decrease in the EL subgroup for SSCPS, from 13.8 in 2018 to 10.7 in 2022. Comparatively, CHART data indicates a .8 percent increase of the EL subgroup, from 10.2 in 2018 to 11.0 in 2022, as the Statewide Average. CHART data for the Comparison Index indicates a 1.3 increase of the EL subgroup, 6.2 in 2018 to 7.5 in 2022. 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.

The Students with Disabilities subgroup has been experiencing increases over the past ten years. Over a five-year trajectory, CHART data indicates a 3.4 percent increase in the SD subgroup for SSCPS, from 16.7 in 2018 to 20.1 in 2022. Comparatively, CHART data indicates a 1.2 percent increase of the Students with Disabilities subgroup, 17.7 in 2018 to 18.9 in 2022, as the Statewide Average. CHART data for the Comparison Index indicates a 1.5 percent increase of the Students with Disabilities subgroup, from 12.7 in 2018 to 14.2 in 2022. Over a five-year trajectory, CHART data demonstrates an 18.9 percent increase in the Low Income/Economically

Disadvantaged student subgroup at SSCPS, more than doubling from 18.3 in 2018 to 37.2 by 2022. The School has anticipated and accurately predicted this growth, much of which is due to the economic crisis created by the COVID-19 pandemic. Comparatively, CHART data indicates an 11.8 percent increase for the Low Income/Economically Disadvantaged subgroup, from 32.0 in 2018 to 43.8 in 2022, as the Statewide Average. CHART data for the Comparison Index indicates a 12 percent increase of the Low Income/Economically Disadvantaged subgroup, 24.0 in 2018 to 36.0 in 2022.

3. Based upon enrollment trends we believe the incoming class of students as captured in the October 1, 2021 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. Additionally, the School has received notification from DESE that the proposed amendment to the School's Enrollment Policy has been approved allowing for regional bus transportation for students in all sending districts. The School believes that this change in the Enrollment Policy will improve recruitment and retention for all student subgroups.

General Recruitment Activities for 2022-23

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 2022-2023 academic school year include:

1. One Open Houses event in November
2. Six *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 – 2022-23 Strategies

Special Education Students/Students with Disabilities

<p>(a) CHART data</p> <p>School percentage: 20.1%</p> <p>GNT percentage: 14.0%</p> <p>CI percentage: 14.2%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p align="center">Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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 ● IMPACT parent meetings will be held for outreach and recruitment efforts ● 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 ● Continue informational posts on School’s social media pages and website ● Reinforce positive relationships with sending districts seeking to reduce the financial impact of special education students within traditional school districts ● Host guest speakers with areas of expertise in Learning Services topics for parents and guardians
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Limited English-Proficient Students/English Learners

<p>(a) CHART data</p> <p>School percentage: 10.7%</p> <p>GNT percentage: 6.8%</p> <p>CI percentage: 7.5%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p align="center">Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Increase the venues for formal and informal Title I outreach ● Enhance International Food Night and Literacy Night to accommodate a greater number of families and increase cross-cultural interaction ● Host International Food Night off campus in a high EL sending district ● Increase dissemination of enrollment information in communities and sending districts where ELL populations are most evident, excluding Randolph due to DESE directive ● Maintain website to ensure translation abilities ● Continue to use and update format of school newsletter that is able to be translated into multiple languages ● Develop a school presence on targeted radio stations
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Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 37.2%</p> <p>GNT percentage: 24.9%</p> <p>CI percentage: 36.0%</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p align="center">Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Increase website accessibility and electronic application process at school and during open house event ● Increase transportation options and provide more detailed carpooling information on website ● Establish a parent committee to address school transportation
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<p>The school is below GNT percentages and above CI percentages</p>	<ul style="list-style-type: none"> ● Target enrollment outreach to sending districts with the highest number of families whose children are eligible for free or reduced lunch ● Target enrollment outreach to neighborhoods with the highest populations of economically disadvantaged students with direct mail ● Continue to reduce or waive athletic fees for students eligible for free or reduced lunch ● Limit field trips to affordable options for families and offer financial support for extracurricular activities <p style="text-align: center;">(c) 2022-23 Additional Strategy(ies), if needed</p> <p>Although the school met CI, there will be an additional strategy added for the 2022-2023 school year. Regional bus transportation will be provided for all students residing in the School's sending districts.</p>
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● Continue to work with sending districts to identify students who are struggling within traditional district schools ● Provide school tours and transcript reviews prior to admission acceptance ● Deploy IMPACT to reach out to families of struggling students in district schools ● Continue to promote the school as inclusive at all enrollment events and online
<p>Students at risk of dropping out of school</p>	<p style="text-align: center;">(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● Identify students at risk using report card data ● Create a map of success to encourage attainment of smaller goals leading to larger academic achievement ● Develop possible tracks to graduation using dual enrollment, online coursework, and credit recovery
<p>Students who have dropped out of school</p>	<p style="text-align: center;">(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> ● Solicit applications for grades 10, 11, and 12 from local agencies and sending districts ● Articulate possible tracks to graduation using dual enrollment, online coursework, and credit recovery ● Further develop the School's relationship with Wellspring and sending districts

South Shore Charter Public School Retention Plan 2022-2023

2021-22 Implementation Summary

The South Shore Charter Public School experienced an increased rate of attrition in 2022. Attrition increased from 8.1 to 10.2. The Statewide Average is 9.6. Although this year saw an increase in attrition, the School's rate is attributed to factors such as COVID-19 health and safety protocols, and new students who accepted an invitation to attend, enrolled, but did not attend for multiple reasons and circumstances.

The South Shore Charter Public School's current retention/stability rate for All Students is 89.8 percent. The School's retention/stability rate for the Special Education/Students with Disabilities subgroup is 88.8 percent. The School's retention/stability rate for the English Learner subgroup is 92.4 percent. The School's retention/stability rate for the Low Income/Economically Disadvantaged is 88.1 percent. The School's retention/stability rate for the High Needs student subgroup is 90.6 percent.

Comparatively, the Statewide Average retention rate for the Special Education/Students with Disabilities subgroup is 89.9 percent. The Statewide Average retention rate for the English Learner subgroup is 87.6 percent. The Statewide Average retention rate for the Low Income/Economically Disadvantaged subgroup is 88.5 percent. The Statewide Average retention rate for the High Needs student subgroup is 89.1 percent.

The School will continue to offer a wide variety of academic programming and extracurricular opportunities, engaging all learners to encourage student retention. These supplemental education services include before and after school tutoring, increased summer support services, no-cost tutoring for students academically at risk, accelerated programming for students at grade level and above, and extended day opportunities. Students will continue to participate in after school athletics and before school music programs.

The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. During the 2020-2021 school year there were four 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 will upgrade the website over the summer of 2022.

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%
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Retention Plan – 2022-23 Strategies

Special Education Students/Students with Disabilities

<p><u>(a) CHART data</u></p> <p>School percentage: 11.2% Third Quartile: 11.4%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● 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: <ol style="list-style-type: none"> 1. Increased differentiation within the classroom 2. Developing the inclusive classroom with individual student needs 3. Target assistive technology to improve student development ● Increase RTI on lower levels ● Small class size for all students, 19 for all kindergarten 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
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Limited English-Proficient Students/English Learners

<p><u>(a) CHART data</u></p> <p>School percentage: 7.6% Third Quartile: 13.8%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2021-22 Strategies</p> <p>Below third quartile: no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> ● Continue increased use of Language Objectives in classrooms throughout the School, focus on writing across the curriculum. Include these in goal setting meetings ● Continue to expand summer school programming ● Continue to support the School’s full time ESL teachers to meet the needs of the growing EL population
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	<ul style="list-style-type: none"> 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"> 1. Three-tiered vocabulary 2. Sentence frames 3. Identifying and analyzing text features 4. Think aloud strategies 5. Reciprocal teaching 6. Partner reading 7. Modeling text analysis 8. Text structure 9. Double journal entries 10. Cognate study
	<p>(c) 2022-23 Additional Strategy(ies), not needed but added to improve EL retention</p> <ul style="list-style-type: none"> • Create an ELPAC to increase opportunities for family involvement
<p>Students Eligible for Free or Reduced Lunch Low Income/Economically Disadvantaged</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 11.9% Third Quartile: 13.5%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2021-22 Strategies</p> <p style="text-align: center;">Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Continue the 1:1 technology program for students grades 4-12 so each student has their own Chromebook free of charge • Increase opportunities for Title I instruction • Enhanced sponsorship of academic family outreach, including virtual Literacy, Math, and Back-to-school nights • Free tutoring for all academically at-risk students in grades 3-10 • Free homework help for income eligible students • Saturday School for middle and high school students with missing assignments • Computer lab and extra help for all high school students after school • Increased opportunities for free or reduced rate athletic fees and extracurricular events once those events are permitted to begin.
	<p>(c) 2022-23 Additional Strategy(ies), not needed but added to improve retention numbers</p> <ul style="list-style-type: none"> • Provide transportation for all families at no cost (2022-2023)
<p>Students who are sub-proficient</p>	<p style="text-align: center;">(d) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> • Professional development targeted toward increased differentiation within classrooms and virtual student outreach • Continued use of additive technology within the classrooms and after school to improve academic achievement • Continued use of data to establish and analyze student performance in Focused Instructional Time for Response to Intervention all school programming and within classrooms • Small class size of 6 – 10 students for academically at-risk students • Teacher mentors through a school wide advisory program • Three Student Support Teams that identify and support at-risk students

	<ul style="list-style-type: none"> Data teams and a system of data meetings that identify at-risk students and devise interventions
Students at risk of dropping out of school	<p style="text-align: center;">(e) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> Three Student Support Teams that identify and support at-risk students Continue to utilize guidance personnel and expand Naviance to broaden the scope of student support Professional development targeted toward building resiliency in students Summer support and 360 services available for students Work with students and families to establish individualized graduation plans and timelines to include credit recovery, summer college coursework, and online coursework Outreach to families through virtual parent/teacher conferences and support Increased college preparation support through outside agencies
Students who have dropped out of school	<p style="text-align: center;">(f) Continued 2021-22 Strategies</p> <ul style="list-style-type: none"> Extensive visits and ongoing consultation with student and parents Frequent goal-setting meetings with student and parents or guardians to establish a graduation timeline Develop a student schedule based upon traditional coursework, online learning, and credit recovery Increase individual student mentoring through student support services and an advisory program

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&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2022 SIMS submission)	
Race/Ethnicity	% of School
African American	36.2
Asian	7.3
Hispanic	6.7
Native American	.5
White	43.0
Native Hawaiian, Pacific Islander	0
Multi-Race, Non-Hispanic	6.3
Selected Populations	% of School
First Language not English	43.6
English Language Learner	10.8
Low Income	36.0
Students with Disabilities	19.1
High Needs	66.0

ADMINISTRATIVE ROSTER FOR THE 2021-2022 ACADEMIC YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Alicia Savage Executive Director	Responsibility for the day-to-day operation and oversight of SSCPS.	7/1/2010	Current
Angie Pepin K-12 Principal	Educational leader and has responsibility for decisions for grades K-12.	7/1/2018	Current
Matthew Tondorf Dir. of Learning Services	Provides oversight to the Sped Dept., 504 Services, student assessment and ESL/ELL Services.	9/1/2011	Current
Pamela Algera Director of Admissions	Responsible for enrollment, admissions, and DESE reporting.	7/1/2020	Current
Kristine Bingham Director of Finance/HR	Responsible for financial, payroll, HR, public procurement, and business aspects of SSCPS.	4/17/2000	Current
Ralph deGennaro Director of Research, Information, Technology, and Communication	Responsible for executing a technology program vision, establishing policy, facilitating planning, and overseeing technology at the school wide level.	8/15/2011	Current
Wayne Heuer Director of Facilities	Responsible for building safety and facilities operations and maintenance.	10/8/2018	Current
Sheina Eugene-Prince K-4 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the K-4 program.	7/1/2018	Current
Krista Cafourek 5-8 Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the 5-8 program.	12/8/2017	Current
Joseph Kay HS Assistant Principal	Assists the K-12 Principal with supervisory and administrative duties essential to the efficient operation of the High School program.	8/1/2017	Current
Jamie Allen 5-12 Interim Science Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of 5-12 Science instruction and curriculum.	8/1/2021	Current
Hanora Broderick K-12 ELA Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all ELA instruction and curriculum.	8/1/2018	Current
Donika Darabus K-12 Math Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all Math instruction and curriculum.	8/1/2021	Current
Haley Edmondson K-12 Foreign Language Coordinator	Provides leadership for planning, development, implementation, and evaluation of all foreign language instruction and curriculum.	8/1/2019	Current
Kristen Mullin-Connolly K-12 History Curriculum Coordinator	Provides leadership for planning, development, implementation, and evaluation of all History instruction and curriculum.	8/1/2018	Current

TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 ACADEMIC YEAR				
	Number as of the last day of the 2021-2022 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for departure

Teachers	113	2	13	Six teachers retired, six teachers left to take a position in another district, two teachers left for personal reasons, and one was not asked to return.
Other Staff	72	4	3	One employee retired, two employee's left for personal reasons, two employees were not a good fit, and two positions were eliminated.

BOARD MEMBER INFORMATION	
Number of commissioned approved board members as of August 1, 2022	15
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.

BOARD MEMBERS FOR THE 2021-22 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Heidi Aylward	Trustee	Development Interim Chair Governance	Resigned 5/12/22 1 three-year 2 one-year	07/2020-07/2023 07/2019-06/2020 07/2018-06/2019
Tiffany Brown Grier	Trustee	Development Personnel	1 three-year	07/2021-06/2024
Kaitlyn Cianelli	Faculty Rep	Development Ad Hoc Field Trip Ad Hoc Facilities	2 three-year	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 07/2017-06/2020 07/2016-06/2017 03/2016-06/2016
Kiki Fluhr	Trustee	Development Personnel Ad Hoc Facilities	1 three-year	07/2019-06/2022
Prudence Goodale	Clerk	Governance (Chair) Finance	2 three-year	07/2019-06/2022 07/2016-06/2019
Natacha Julian	Trustee	Governance Finance	1 three-year	07/2020-06/2023
Ken Poudrier	Trustee	Finance Development Ad Hoc Facilities (Chair)	1 three-year	07/2019-06/2022

Jody Regan	Faculty Rep	Governance Ad Hoc Field Trip	Resigned 5/17/22 1 three-year 1 one-year	07/2020-06/2023 09/2019-06/2020
Edwin Rivera	Chair	Executive Ad Hoc All Committees	3 three-year	07/2020-06/2023 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 07/2017-06/2020 07/2014-06/2017 07/2007-06/2010 07/2004-06/2007 10/2002-06/2004
Tadhg Sullivan	Student Rep	Ad Hoc Field Trip	1 one-year	07/2021-06/2022
Kathleen Trask	Trustee	Personnel Governance Ad Hoc Facilities	2 three-year	07/2021-06/2024 07/2018-06/2021
Katie Vecchione	Trustee Parent Rep	Parents Association	1 one-year	07/2021-06/2022
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

BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR	
All meetings are posted on the School's website: www.sscps.org	
Date/Time	Location
Thursday, July 7, 2022 / 9:00am	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, September 22, 2022 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, October 13, 2022 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, November 17, 2022 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, December 8, 2022 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, February 9, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, March 9, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform
Thursday, May 11, 2023 / 7:30pm	700 Longwater Drive, Norwell with access via Zoom or other virtual platform

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
All meetings are posted on the School's website: www.sscps.org		
Name of Committee	Date/Time	Location
Executive Committee	June 29, 2022 / 8:00am September 14, 2022 / 8:00am October 4, 2022 / 8:00am (Tuesday) November 9, 2022 / 8:00am November 30, 2022 / 8:00am February 1, 2023 / 8:00am March 1, 2023 / 8:00am May 3, 2023 / 8:00am	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

Additional Required Information

Key Leadership

Position	Name	Email Address	
Board of Trustees Chairperson	Edwin Rivera	erivera@board.sscps.org	No Change
Charter School Leader	Alicia Savage	asavage@sscps.org	No Change
Special Education Director	Matthew Tondorf	mtondorf@sscps.org	No Change
MCAS Test Coordinator	Angie Pepin	apepin@sscps.org	No Change
SIMS Coordinator	Pam Algera	palgera@sscps.org	No Change
English Language Learner Director	Matthew Tondorf	mtondorf@sscps.org	No Change
School Business Official	Kristine Bingham	kbingham@sscps.org	No Change
SIMS Contact	Pam Algera	palgera@sscps.org	No Change
Admissions and Enrollment Coordinator	Pam Algera	palgera@sscps.org	No Change

Enrollment

2023-2024 Enrollment Lottery

Action	2023-2024 School Year Date(s)
Student Application Deadline	February 27, 2023
Lottery	March 3, 2023