

# **Martha's Vineyard Public Charter School**

## **Annual Report 2017-2018**

**August 1, 2018**

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## Introduction to the School

<i>Name of School: Martha's Vineyard Public Charter School</i>			
<b>Type of Charter</b>	<b>Commonwealth</b>	<b>Location</b>	<b>West Tisbury</b>
<b>Regional or Non-Regional</b>	<b>Regional</b>	<b>Chartered Districts in Region</b>	<b>5</b>
<b>Year Opened</b>	<b>1996</b>	<b>Year(s) Renewed</b>	<b>2001, 2006, 2011, 2016</b>
<b>Maximum Enrollment</b>	<b>180</b>	<b>Current Enrollment</b>	<b>180</b>
<b>Chartered Grade Span</b>	<b>K-12</b>	<b>Current Grade Span</b>	<b>K- 12</b>
<b># of Instructional Days during the 2017-2018 school year</b>	<b>180</b>	<b>Students on Waitlist</b>	<b>20</b>
<b>School Hours</b>	<b>8:15-3:15</b>	<b>Age of School</b>	<b>22</b>
<p><b>Mission Statement:</b> It is the mission of the Martha's Vineyard Public Charter School to create a public school that will cultivate lifelong learners in a multi-aged, project-based setting. Within an environment that models interdependence as the foundation of society: the <i>individual</i> student will learn to direct his/her own learning, the <i>group</i> will make decisions together and recognize the unique contributions of each member, the <i>community</i> will support and interact with the school body.</p>			

## School Performance and Program Implementation

*“It is the mission of the MVPCS to create a public school that will cultivate lifelong learners in a multi-aged, project based setting....Education is most meaningful when the student is invested in the studies by choice. The curriculum evolves out of student needs and student choice in conjunction with the MA Curriculum Frameworks.... At the core of the MVPCS’ educational program is the belief that self-directed learning is the deepest learning. The educational program of the MVPCS is designed to empower students to learn how to direct their own learning while sharing in the community’s resources. An environment of mutual respect is fostered where success is applauded and mistakes can be made during the daily learning process.”*

*--MVPCS Charter*

## Faithfulness to Charter

### Mission and Key Design Elements

The Martha's Vineyard Public Charter School has shown that individualized and carefully monitored progress can be attained in a public school.

Specific adaptable innovations of the MVPCS include the following:

- Community interaction and service
- Student-driven independent study
- Flexible block scheduling
- Real projects from meaningful practical themes
- Authentic assessment
- Collaborative teaching and learning
- Democratic governance
- Multiage grouping
- Parent, student, and teacher partnerships (PEP- Personal Education Plan)

Building on the MVPCS Pillars of trust, respect, freedom, responsibility, democracy, and cooperation, our community remains faithful to our Mission and Charter. The school continues to use the Charter Learner Tool to gauge students' progress in areas related to our Charter – democratic community member, self-directed learner, complex thinker, project-based learner, and interdependent worker. A system of support exists so that the entire community operates collaboratively to ensure student success and works together to integrate the needs of the individual with those of the family and the community.

The school continues to place emphasis on multi-aged learning. MVPCS students are grouped in advisories with a two year age span. Students attend classes in these cohorts whenever possible. Offerings, Artists in Residence, Project Period, Art, Spanish, and Physical Education are examples of multi-age classes.

Lifelong learners are created and strengthened through PEPs, Personal Education Plans, through which students discuss their progress, create goals and learn to advocate for themselves with their advisor and parents. Lifelong learning is also broadened when students create their own Independent Studies in Project Periods. World Language study begins in kindergarten and continues through high school.

International travel is an important component of the World Language program and contributes to creating lifelong learning. Students, who may never again have the opportunity to travel abroad, find their lives enriched through these journeys. In eighth grade, all students have the opportunity to travel to Italy, and our high school students have traveled to Mexico, Spain, and Costa Rica. A high school trip to Panama is scheduled for 2019. As a second part of the Equator to Arctic grant, a group of high school students and adults traveled to Cuba. Through hands-on study, these students are helping to create a social environmental curriculum through investigating real world climate change issues.

Using the foundations and principles set forth in the MVPCS Charter, MVPCS students collaborate and learn from experts from the wider island community. High school students attend mentorships with experts in the outside community. High school portfolios are read and judged by a panel of outside professionals. In the lower school, this past year included an art collaboration with a local pre-school

creating a dynamic art piece which traveled from school to school as the students used it to “talk with each other”. This culminated in a public exhibit at Featherstone Center for the Arts. We continued our work with the Yard, a local dance non-profit. This year the school’s LGBTQ group, in cooperation with the Yard, held the second annual Island wide dance called the True Colors Ball.

After a year-long nationwide search, MVPCS heads into its twenty-third year, with a new director, Peter Steedman. We are proud of our continuing tradition of fostering a community environment based on trust, cooperation, and respect and look forward to this new chapter with Doctor Steedman.

### **Amendments to the Charter**

The following amendments to the Charter were made during the 2017-2018 school year.

<b>Date</b>	<b>Amendment Requested</b>	<b>Approved</b>
9/25/17	Enrollment Policy	10/10/2017

### **Access and Equity**

1. The suspension rate (In school and out of school) remains a limited and last resort response to infractions regarding the school’s Code of Conduct. A variety of means of interventions are used to help students adjust to school, re-engage when necessary, and enjoy successful days at school.
2. The school continued to implement the Collaborative Problem Solving and Restorative Practices strategies in a limited way.
3. All students have opportunities to engage in all school activities including athletics, field trips, off campus mentorships and community service projects, and all in school projects and activities.
4. The school’s LGBTQ group successfully coordinated and sponsored its second annual “True Colors Ball” this year in coordination with the Martha’s Vineyard School District.

## Dissemination 2017 – 2018

Best Practice Shared	Vehicle for Dissemination	Who at school was involved with the dissemination efforts	Criteria	With whom	Results of dissemination
Strategies for a health plan to serve a multi age school population. Safety and access to services for student needs. Screening schedules.	Monthly meetings with regional school nurses	Janice Brown, School Nurse	Social, Emotional, and Health Needs	Regional School Nurses/ Schools in District	Connections to mental health services, Psych medicine education, protocols and procedures for screening - documentation
Project Period	Meeting	Jane Paquet, Teacher	Mission and Key design elements	Elementary Science teacher in local district	Inform/share about our Project Period design for use in other schools
Course development through travel to Cuba	School presentation	Jonah Maidoff, Teacher	Curriculum and Instruction	School and public community	Greater understanding and support for cross-curriculum instruction and travel
Multi Age Learning	Bi-Annual Meeting	Victoria Dryfoos, Teacher	Curriculum and Instruction	Spanish teachers from all local schools	Dissemination of best practices and shared ideas
Course designed based on student interest and self-directed learning	Application	Jonah Maidoff, Teacher	Instruction	Martha's Vineyard Vision Fellowship	Grant funding
Teaching endurance	Hyde School, seminar and workshop	Victoria Dryfoos, Teacher	Instruction	Workshop attendees – teachers/parents	Implementation of practices in classroom

Project based learning and community interaction	Solar Car Race	Casey Hayward, Teacher	Curriculum and Instruction	Local community and parents	Island wide solar car race
MVPCS Rights and Pillars, Family engagement	Exhibition	Emily Histen, Nancy Danielson Teacher	Mission and Key Design Elements	Public and Parents	Art exhibit open to public
Plans for addressing large rise ELL students	Sharing of plans and curriculum to address needs of population	Pam Echlin, ELL Teacher	Supports for Diverse Learners	ELL staff from other school districts	Schedules for further meetings, shared documentation of best practices
Multi age learning, cross subject curriculum	Mapping of cemetery	Scott Goldin, Teacher	Curriculum and Instruction	MV Museum, Public and Parents	Map of graveyard with stone and family placements. Public exhibit at Museum

## Academic Program Success

### Student Performance

The link to the Report Card for the Martha's Vineyard Public Charter School published by the DESE is below:

**<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04660550&fycode=2017&orgtypecode=6&>**

The school continues to use the GRADE and the school's writing prompt in grades 3-10 to assess student growth in reading and writing. There has been documented, observable growth in each grade level and across grade levels in these evaluations from the fall to the spring assessments.

The school continues to monitor growth in mathematics using Singapore Math and STAR Math assessments in grades 3-10. There has been documented, observable growth during the year observed in these assessments at each grade level and across grade levels.

## Academic Program Changes

1. Small structural changes took place in the Special Education Department. The school assigned a direct service provider to a specific set of grades to monitor the implementation of IEP recommendations with each student on an IEP. An individual was assigned to grades 1-5, grades 6-8, and grades 9-12. These specific assignments assured the monitoring and successful implementation of all IEP accommodations.
2. Small increases in the number of grade 5-6 students were approved resulting in the class structure of two grade 5 learning groups and two grade 6 learning groups.
3. The Grade 1-6 teachers successfully implemented the new progress report template during the school year.

## Organizational Viability

### Organizational Structure

#### Board of Trustees

President: Marc Favreau

#### Administration

Director: Robert Moore

Assistant to the Director: Marie Larsen

Special Needs Administrator: Robert Louzan

Business Manager: Felicia Cheney

Guidance Administrator: Sarah Smith

Front Office Manager: Alex Taylor

School Adjustment Counselor: Hope Tripp/  
Cleo Winsyrg - Wild

Administrative Assistant: Amanda Adams

Technology Coordinator: Mario Lopez

#### Faculty

Teacher / Advisor

Literacy Coordinator

Other Lead Teachers

Librarian

Technology Integration

Learning Facilitators

Teacher Assistants

#### Other Staff

Service Personnel

## Teacher Evaluation

Teacher evaluations continue to follow the same format as outlined in the DESE protocols.

## Budget and Finance

- A. Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)  
**Please see Attachment A**
- B. FY 2018 statement of net assets (balance sheet)  
**Please see Attachment B**
- C. FY 2019 approved school budget  
**Please see Attachment C**
- D. **Capital Plan for FY19**  
Our new director came on board as of July 1, 2018. We have deferred finalizing our capital plan until he has settled in and met with our development committee. We will have a new capital plan ready to implement by June 30, 2019.



## Appendix A - Accountability Performance for 2017-2018

### Faithfulness to Charter

	2017-2018 Performance	Evidence
<b>Objective: Create an environment of community involvement bringing the larger island community into the school and creating opportunities for our students to engage in educational opportunities in the larger island community.(KDE 1)</b>		
<b>Measure:</b> On a yearly student survey with a 95% return rate, 75% of students will express satisfaction by choosing agree or strongly agree with Artists in Residence classes taught by the larger island community.	<b>Met</b>	95% of students filled out survey and 87% expressed satisfaction with class choices and experience in chosen classes.
<b>Measure:</b> Each year, 100% of all Penultimate/Ulimate (junior/senior) portfolios will receive a passing grade on the portfolio review rubric from an expert reviewer drawn from the larger island community.	<b>Partially Met</b>	90% of students received a passing grade. Two students did not pass in their work in on time. A High School teacher is working with both students on these portfolios.
<b>Objective: The school remains faithful to the charter in creating a multi- aged environment and creates opportunities for collaboration among grades and disciplines (KDE 2)</b>		
<b>Measure:</b> All MVPCS teachers will participate in one collaborative experience with a colleague from another grade level each year. 95% of teachers will agree that collaboration is useful to students.	<b>Met</b>	Teacher representatives from grade levels (K-4, 5-8, and 9-12) collected answers from grade level teachers in response to this statement: "My collaborative experience with a colleague from another grade level this year was useful to students." 100% of teachers responded in the affirmative.
<b>Measure:</b> All students in grades 1-12 will participate in at least one multi-age learning experience every day each semester. In the annual Student Survey, with a 95% response rate, 75% of the students in grades 3-12 will report the multi-age environment enhanced their classroom experience.	<b>Met</b>	92% of students responded in the affirmative that they enjoyed multi-age classroom experience on the student survey.
<b>Objective: MVPCS creates opportunities for students to be thoroughly engaged in their individual learning creating lifelong learners in the process.(KDE 3)</b>		
<b>Measure:</b> 95% of students in Grades 1-12 will complete and exhibit an independent research project each year.	<b>Met</b>	List of exhibitions maintained by the front office, and participants will be maintained by teachers in student records. 98% of students exhibited their work in 2017-18
<b>Measure:</b> 90% of all students will progress to Practitioner level as a self-directed/lifelong learner on the Charter Learner tool at the end of his/her second year in each two year rotation.	<b>Met</b>	The Charter Learner rubric is used by teachers to record progress. Data is received and organized by teachers. This data is recorded for second grade, fourth grade, sixth grade, eighth grade, tenth grade and twelfth grade. 91% of students progressed to the Practitioner level in 2017-18

<b>Objective: All members of the MVPCS community participate in school governance (KDE 4)</b>		
<p><b>Measure:</b> In annual student survey, with a 95% response rate, 90% of students in Grades 3-12 will agree with the statement, "I feel included in the Charter School governance process through my representation in the Community Congress."</p>	<b>Partially met</b>	<p>78% of students reported in annual survey that they feel included in school government. This number is lower than we would like.</p> <p>New strategies are to be put into place to raise awareness of Community Congress in 2018-19. Student self-government options will be expanded and our self-governance will be woven into the Social Studies curriculum. We will continue to use an online survey to check progress.</p>
<p><b>Measure:</b> Each year, as documented by Board of Trustees meeting minutes, 95% of decisions made in the school are made by consensus.</p>	<b>Met</b>	<p>The Board of Trustee minutes confirms that 100% of decisions made are through consensus.</p>
<b>Objective: MVPCS will strive to share with the surrounding districts best practices relating to project based learning.</b>		
<p><b>Measure:</b> Over the next five years, MVPCS will expand, extend, and share a project based social/environmental curriculum through hands on study incorporating STEM concepts with surrounding districts.</p>	<b>Met</b>	<p>MVPCS continues to develop the project based social/environmental curriculum for 11th/12<sup>th</sup> grade students. The curriculum will be modified for use in the lower grades and other districts within the next five years. As a second part of the Equator to Arctic grant from the Martha's Vineyard Vision Fellowship a group of students and adults traveled to Cuba in the fall of 2017.</p>

**Dissemination**

	<b>2017-2018 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b>
<b>Objective: MVPCS will strive to share with the surrounding districts best practices related to project based learning.</b>		
<p><b>Measure:</b> Over the next five years, MVPCS will expand, extend and share a project based social/environmental curriculum through hands on study incorporating STEM concepts with surrounding districts</p>	<b>Met</b>	<p>In the fall of 2017 a group of students and a Charter School Teacher traveled to Cuba to visit agro-ecological farms and to meet a Cuban environmental historian. The school continued its research toward developing the social/environmental curriculum. Video and press were listed on school website. The local radio station and newspapers shared story of trip.</p>

## Appendix B - Recruitment and Retention Plan 2018 – 2019

### Recruitment Plan 2018 – 2019

School Name: Martha's Vineyard Public Charter School

Date: July, 2018

#### Summary of the Implementation of the 2017-2018 Recruitment Plan

Our Recruitment plan was successful for the 2017-18 school year. We continue to have a wait list of applicants for many grade levels. We increased publications in local media and provided more opportunities for the general public to visit the school. Our PTO has new energy thanks to a parent representative who has organized and supported many Charter School events.

A major challenge to the recruitment plan of MVPCS is the cap restrictions of the contributing districts. As we are located in the Up Island regional district a large percentage of applicants reside there and the waitlist for this district is larger. We are currently at or just below caps in all our sending districts. Due to recruitment efforts, applications from the Brazilian community have increased in kindergarten and High School. The incoming class will continue to meet the goals set forth in our recruitment plan for the coming school year.

#### General recruitment activities

Recruitment activities are continuous throughout the year.

Publication of our lottery is put in all local news media.

Activities are listed on our website, Facebook and Instagram.

The community is invited to all student work presentations/exhibitions. This happens throughout the building in individual classrooms. Twice a year, at the culmination of a block of study called Project Period, there is a school wide exhibition which is open to the public.

In the fall we begin advertising for weekly 'Visiting Days'. This provides a personalized tour of facility upon request. Our Annual Open House is published in the local papers and invitations are sent home to families.

A Student showcase evening highlighting work done in each grade level throughout the building is held in the winter. This is advertised in the local paper.

'Grandparents and Special Friends Day'. This event was even better attended in 2017-18 than the year before and is anticipated to grow. Informative tours are provided and people are encouraged to ask questions and to contact the school with additional questions and to visit a classroom for a more extended time, if desired.

Our High School Graduation is very well attended by all members of the community at large. Invitations are sent out to a wide range of community leaders and the press covers our graduates with front page stories and photos annually.

Throughout the year, press releases will be sent out regularly and we will continue to inform local media about our activities and accomplishments. All media outreach will include our status as a free public school. All publications will be in both English and Portuguese to encourage ELL applications. The school will maintain a relationship with other districts and preschools in an effort to disseminate information about our SPED and ELL program.

## Recruitment Plan –Strategies

### Special education students/students with disabilities

<p><b>School percentage:</b> 26.1%</p> <p><b>GNT percentage:</b> NA</p> <p><b>CI percentage:</b> 14.0%</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Have school Special Education staff attend the Enrollment Open House.</p> <p>Parent representatives from the Special Education Parent Advisory Council (PAC) attend the annual Enrollment Open House.</p> <p>Provide all applicants with Special Education in Charter Schools Right to Attend document.</p> <p>Make sure Special Education staff are available to meet with families during school tours.</p> <p>Administrators will build up participation of parents in the PAC by hosting beginning of the year activities.</p> <p>The school recently expanded its Special Education department and a Special Education staff member will be present at all special events and functions at the school.</p> <p>Work with the regional school district to obtain accurate lists of all students and their addresses for mailings.</p> <p>A representative for Special Educational will be available for PEP (Personal Education Plan) meetings.</p>
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### Limited English-proficient students/English learners

<p><b>School percentage:</b> 4.9%</p> <p><b>GNT percentage:</b> 6.6 %</p> <p><b>CI percentage:</b> 8.5%</p> <p><b>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</b></p>	<p>The School's ELL Coordinator will meet regularly with other ELL Coordinators in the district.</p> <p>The ELL Coordinator will engage in dialogue with current ELL families regarding enrollment.</p> <p>Applications for Enrollment will be distributed in Portuguese (the dominant ELL language in area) to local preschools.</p> <p>Relationships with community organizations will include translations of enrollment information about school. Translations of enrollment information will be distributed to local libraries and businesses.</p> <p>Leaders in the Brazilian community will be invited to meet with the director and tour the school.</p>
	<p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Will ensure bilingual staff and/or family members are present at information sessions and recruitment events to assist with translation and communication.</li> </ul>

	<ul style="list-style-type: none"> <li>• Will continue to research and build relationships with local Brazilian churches and businesses.</li> <li>• Build on our relationship with the local Community Services Center and their work with the Brazilian population.</li> <li>• Create social media posts on Facebook in Portuguese with direct links to translated school information.</li> <li>• Create a cultural celebration, Brazilian, to be held at school open to the public that would attract ELL population.</li> <li>• Create a bi-annual free newsletter from school translated to Portuguese and distributed Island wide.</li> </ul>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p>School percentage: 29.3% GNT percentage: NA CI percentage: 18.0%</p>	<p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Make enrollment information accessible in public places such as food pantries, churches and libraries.</p> <p>Reach out to low income pre-schools to inform parents about the school.</p> <p>Continue to make the application for free/reduced lunch easily accessible to all families by having it available on the school's website, mailed in the summer mailing, and reminding families, through the weekly director's bulletin, that the application is available.</p>
<p><b><u>Students who are sub-proficient</u></b></p>	<p>Contact all guidance counselors from sending districts in January, prior to the Open House to suggest that they invite families of students who are sub proficient to the Open House.</p> <p>Mail a letter home to families in the sending district that describes that the school is public and open to all on a first come first serve basis, allowing for district cap restrictions.</p>
<p><b><u>Students at risk of dropping out of school</u></b></p>	<p>Meet with guidance counselors from the sending district High School to identify particular students who might benefit from our school and contact those families that are suggested.</p>
<p><b><u>Students who have dropped out of school</u></b></p>	<p>Contact Department of Children and Families, parole officers and the YMCA to connect with youth who have dropped out of school. Distribute information about the high school program to the leaders in those organizations.</p>
<p><b><u>Other subgroups</u></b></p>	<p>Contact and distribute information about the MVPCS and enrollment information to the Wampanoag Tribe of Aquinnah.</p>

## Retention Plan 2018 – 2019

### 2017– 2018 Implementation Summary

The schools retention rate in 2017-2018 continues to be high. Strategies we put in place were successful in all student groups. We increased the time of one of our adjustment councilors and the school nurse had more hours on campus. These two changes brought strength and support to those students who need frequent breaks from academics in order to be successful. Our PTO continued to grow with strong support from the front office. We were able to keep class sizes small in spite of building limitations so student/teacher ratios stayed low. A variety of supports has continued to be provided to each age group in every subject. Communication between teachers and support staff has strengthened due to meetings and frequent communications with the SPED department. The increased use of technology to assist in learning has also assisted students within classrooms. As a result, students are receiving any needed support and/or interventions promptly. Our PEP, Personal Education Plan, meetings in August created strong teacher/parent/student relationships that carried throughout the school year. Our staff has promoted an atmosphere of acceptance, trust and democracy making school a valuable support in our students' lives.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

### Retention Plan –2018-19 Strategies

#### Special education students/students with disabilities

<p><b>School percentage:</b> 15.0%</p> <p><b>Third Quartile:</b> 7.0%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>The school will provide a variety of supports for all students, including students with Special Needs. These supports will include: teacher/advisors for each student; home/school connection between the Special Education Administrator and families with students with special needs; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 3-8; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.</p> <p>The Special Education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The school will provide easy accessibility to the student's advisor, learning specialists, and Special Education coordinator.</p> <p>Implement Response to Intervention to identify and provide early intervention. Teachers will offer families frequent meetings to discuss students' progress and encourage parents to share any concerns or thoughts on students throughout the year. Support staff will meet weekly</p>
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	<p>to track successes or challenges with goals and share information with teachers. School will foster relationships with organizations located within the Island community and share information with families about support services available. Staff will be encouraged to participate in seminars, webinars and classes to better serve special needs students.</p> <p>All strategies will be implemented within the coming year.</p> <p><b>X – above third quartile: additional and/or enhanced strategies described below:</b></p> <ul style="list-style-type: none"> <li>• We will provide intensive support for IEP/504 students at all levels.</li> <li>• We will differentiate curriculum to meet needs of IEP/504 students.</li> <li>• We will plan and implement skills groups based on student needs based on data collected and observation.</li> <li>• Will continue Response to Intervention model in 1<sup>st</sup> – 6<sup>th</sup> grade.</li> <li>• Continue on-going, robust data collection and analysis of service delivery.</li> <li>• Services intensified as needed and additional supports provided as needed.</li> <li>• We will provide differentiation and individualization of instruction across all curriculum areas.</li> <li>• Scheduled weekly meetings between SPED and classroom teachers and assistants are in place for coming year.</li> <li>• All enhanced strategies to go into effect in school year.</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>School percentage:</b> 4.9  <b>Third Quartile:</b> 14.1</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>X – Below third quartile: no enhanced/additional strategies needed.</p> <p>The school will provide a variety of supports for all students, including limited English-proficient students. These supports will include: teacher/advisors for each student; home/school connection between the ELL Coordinator and families; support personnel will be present in every classroom throughout the school; teachers will receive ELL training; homework club will take place at least two times per week for Grades 5-12; teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps. The school will offer parent information sessions regarding school academic and program information with the ELL coordinator present. The school adjustment counselor will work with families to provide access to community resources.</p> <p>ELL coordinator will be available to assist in afterschool needs and collaborate with afterschool staff. Translation for at-home assignments</p>
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will be offered. Families will be contacted regarding the need for translation on any materials relating to the school and school will ensure that families understand invitations to school events. Cross cultural offerings to students will be made more available (Artist in Residence and Offering classes) with an emphasis on local minorities. Students will be encouraged to share their cultural heritage during classroom morning meetings and designated share' times. Teachers will encourage and foster this dialogue.

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

**School percentage:**  
14.0%

**Third Quartile:** 12.7%

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

The school will provide a variety of supports for all students, including students eligible for free or reduced lunch. These supports will include: teacher/advisors for each student; home/school connection between the administrator in charge of the free/reduced lunch program and the families; support personnel will be present in every classroom throughout the school; free homework club will take place at least two times per week for Grades 5-12; other free after school activities will take place during the school year.

X Above third quartile: additional and/or enhanced strategies described below:

- Continue to offer free and reduced price lunch and snacks
- Continue to offer free breakfast
- Provide extra learning resources during the school year
- Continue to offer after school homework club
- Provide scholarships for school trips/events
- Provide extra technology support as needed
- Continue to use outreach strategies to partner agencies to ensure a full range of supports for families
- Provide school supplies as needed, pens, pencils, notebooks, etc.

**Students who are sub-proficient**

The school will provide a variety of supports for all students, including students who are sub-proficient. These supports will include: teacher/advisors for each student; home/school connection between the Director and the Special Education teachers and families with students who are sub-proficient. The response to Intervention program will continue to be implemented in the lower grades along with differentiation of instruction throughout the school; support personnel will be present in every classroom throughout the school; homework club will take place at least two times per week for Grades 5-12; teachers will regularly participate in Child Study meetings to discuss particular students' needs



	and next steps.
<b><u>Students at risk of dropping out of school</u></b>	The school will provide a variety of supports for all students, including students who are at risk for dropping out. These supports will include teacher/advisors for each student; home/school connection between the Director and the Director of Special Education (if applicable) and families with students who are at risk for dropping out. The school will continue to differentiate instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.
<b><u>Students who have dropped out of school</u></b>	The school had 1 student in this sub-group during the 2017-18 school year. Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.
<b><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></b>	Supports will include teacher/advisors for each student; home/school connection between the Director and the Special Education Administrator (if applicable) and families; and differentiation of instruction. Teachers will regularly participate in Child Study meetings to discuss particular students' needs and next steps.

## Appendix C: School and Student Data Tables

Student demographic information can be found on the Department's website using MVPCS's profile. Below is the link to the MVPCS's profile on the Department's website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04660550&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	7	3.3%
Asian	1	1.1%
Hispanic	18	10.3%
Native American	4	2.2%
White	135	73.9%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	16	9.2%
Special education	48	26.1%
Limited English proficient	9	4.9%
Low income	54	29.3%

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date
Robert Moore, Director	Responsible for the overall administrative and educational management of the school and effectively supporting staff in implementing the charter in a legally and programmatically responsible manner within broad policy guidelines and plans adopted by the MVPCS Board of Trustees, in compliance with Massachusetts General Laws.	July 1, 1998	June 30, 2018
Marie Larsen Assistant to the Director	Responsible for assisting the Director with the overall administrative and educational management of the school, in compliance with Massachusetts General Laws.	July 1, 2014	
Felicia Cheney Business Manager	Responsible for the overall financial management of the school in compliance with Charter School Office financial policies and MA General Laws.	October 1, 2016	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	23	0		
Other Staff	26	0	3	1 –retirement 2 –career change

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members as of <b>August 1, 2018</b>	<b>9</b>
Minimum number of board members in approved by-laws	9
Maximum number of board members in approved by-laws	9

<b>BOARD MEMBERS FOR THE 2017-18 SCHOOL YEAR</b>				
<b>Name</b>		<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Marc Favreau	President	Trusteeship, Facility	2	1/1/16-7/1/17 7/2/17-7/3/20
Steve Nierenberg	Vice President	Teaching and Learning, Facility	2	7/1/15-6/30/17 7/1/17-7/2/20
Laura Hearn	Secretary		2	7/1/14-6/30/17 7/1/17-6/30/20
Dan Seklecki			2	7/1/12-6/30/15 7/1/15-6/30/18
Toni M Kauffman			1	7/1/17-7/1/20
Beth Kramer			1	1/1/16-7/1/19
Rob Myers			1	7/1/16-7/1/19
Gregory J Germani			1	6/1/18 - 21
Tim McHugh	Treasurer	Finance	1	2/1/16/16-2/2/19
Ewell Hopkins			1	6/1/17 – 6/2/20

## Appendix D: Additional Required Information

<b>Position</b>	<b>Name</b>	<b>No Change/ New/Open Position</b>
Board of Trustees Chairperson	Mark Favreau	No Change
Charter School Leader	Robert Moore	No Change
Assistant Charter School Leader	Marie Larsen	No Change
Special Education Director	Robert Louzan	No Change
MCAS Test Coordinator	Marie Larsen	No Change
SIMS Coordinator	Alex Taylor	No Change
English Language Learner Director	Pam Echlin	No Change
School Business Official	Felicia Cheney	No Change
SIMS Contact	Alex Taylor	No Change

## Enrollment

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	March 9
Lottery	March 9

## Attachment A - FY 2018 Unaudited Income Statement

MVPCS

## Profit &amp; Loss

July 2017 through June 2018

07/30/18

	<u>Jul '17 - Jun 18</u>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
001 STATE REVENUE	15,985.00
001 STATE TUITION	4,461,780.00
002 GRANTS	
State-262 EEC Grant	464.00
Federal-309 Title IV	717.00
Federal-140 SPED	5,671.00
Federal-240 SPED	33,088.00
Federal-274 SPED	644.00
Federal-305 Title I	24,719.00
Federal-REAPS	24,823.00
Private-MV Fellowship	13,400.00
Private-Permanent Edmt.	880.00
<b>Total 002 GRANTS</b>	<u>104,406.00</u>
006 NUTRITION	
Food Services	50,178.92
State, Federal Reimbursement	37,475.53
<b>Total 006 NUTRITION</b>	<u>87,654.45</u>
009 STUDENT PROGRAMS	
Activities	45,914.90
International Travel	4,306.00
Italy	24,528.50
<b>Total 009 STUDENT PROGRAMS</b>	<u>74,749.40</u>
010 TRANSPORTATION AID	43,910.00
015 DONATIONS	10,162.96
016 BANK INTEREST	5,556.25
019 MISC REVENUE	977.86
Miscellaneous Income	0.00
<b>Total Income</b>	<u>4,805,181.92</u>
<b>Gross Profit</b>	4,805,181.92
<b>Expense</b>	
100 ADMINISTRATION	607,234.27
101 ADMIN. EXPENSE	80,997.80
220 TEACHERS-CLASSROOM, SPECLST	
Classroom	1,171,268.76
Electives, Off., Arts Programs	37,487.50
Grants	79,257.00
Support Staff	744,302.24
<b>Total 220 TEACHERS-CLASSROOM, SPECLST</b>	<u>2,032,315.50</u>
230 TEACHING SERVICES	88,119.40
240 PROFESSIONAL DEVELOPMENT	17,299.80
250 GUIDANCE, CONSULTANTS	92,761.54

**MVPCS**  
**Profit & Loss**  
 July 2017 through June 2018

	Jul '17 - Jun 18
<b>260 INSTRUCTIONAL SUPPLIES</b>	
Arts, Electives, Offerings	1,366.22
Athletics	2,471.03
Books	4,860.60
Classroom Supplies	13,740.11
Computer Hardware, Software	11,629.27
Furniture, Equipment	5,650.53
Grant Supplies	2,427.65
Library, Media Center Supplies	1,262.40
Support Supplies	2,298.63
<b>Total 260 INSTRUCTIONAL SUPPLIES</b>	45,706.44
<b>300 PUPIL SERVICES</b>	
Gym, Ktn, Nurse Salaries	227,232.31
Kitchen Supplies, Food	86,984.96
Medical Supplies	1,388.07
Transportation	115,032.72
<b>Total 300 PUPIL SERVICES</b>	430,638.06
<b>370 STUDENT PROGRAMS</b>	
Activities	51,983.03
International Travel	18,521.17
Italy	23,230.38
<b>Total 370 STUDENT PROGRAMS</b>	93,734.58
<b>400 OPERATIONS AND MAINTENANCE</b>	
Building/Grounds Lease	228,000.00
Maintenance	152,285.63
Network Infrastructure	2,444.10
Utilities	42,480.22
<b>Total 400 OPERATIONS AND MAINTENANCE</b>	425,209.95
<b>510 EMPLOYER PAYROLL TAXES</b>	98,902.94
<b>520 INSURANCE</b>	
EyeMed	111.58
Dental Ins.	26,706.50
Health Ins.	699,867.51
Life, Disability	36,903.18
Property, Liability	8,037.00
State Unemp.	6,829.38
Student Ins.	2,528.00
Wrks. Comp.	18,274.00
<b>Total 520 INSURANCE</b>	799,257.15
<b>Total Expense</b>	4,812,177.43
<b>Net Ordinary Income</b>	-6,995.51
<b>Net Income</b>	-6,995.51

## Attachment B - FY 2018 Statement of Net Assets

MVPCS  
Balance Sheet

As of June 30, 2018

07/25/18

	<u>Jun 30, 18</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
MV Savings General Account	639,200.97
MV Savings Money Market	668,464.30
MV Savings Payroll Account	95,099.29
MV Savings Vendor Account	9,474.67
TD Checking	985.09
TDBank Money Market	11,217.49
<b>Total Checking/Savings</b>	<u>1,424,441.81</u>
<b>Other Current Assets</b>	
Prepaid Rent	74,000.00
FY2019 Expenses Paid in FY18	239.94
Due from Grant	8,756.00
Due from State	6,985.63
<b>Total Other Current Assets</b>	<u>89,981.57</u>
<b>Total Current Assets</b>	1,514,423.38
<b>Fixed Assets</b>	
Furniture & Equipment	371,520.00
Accumulated Depreciation	-196,761.00
<b>Total Fixed Assets</b>	<u>174,759.00</u>
<b>TOTAL ASSETS</b>	<u><u>1,689,182.38</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Other Current Liabilities</b>	
Outstanding Expenses from FY18	36.61
Student Activities Money Rec'd	0.00
Payroll Checks Outstanding	-0.34
<b>Payroll Deductions</b>	
EyeMed Insurance	29.72
Dental Insurance	1,132.53
Employee Payroll Taxes	6,375.01
Health Insurance	29,461.09
MTRS Deductions	42,972.39
<b>Total Payroll Deductions</b>	<u>79,970.74</u>
<b>Total Other Current Liabilities</b>	<u>80,007.01</u>
<b>Total Current Liabilities</b>	<u>80,007.01</u>
<b>Total Liabilities</b>	80,007.01
<b>Equity</b>	
Capital Project Reserve	900,000.00
Invested in Capital Assets	265,096.00
Retained Earnings	451,074.88
Net Income	-6,995.51
<b>Total Equity</b>	<u>1,609,175.37</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>1,689,182.38</u></u>

## MARTHA'S VINEYARD PUBLIC CHARTER SCHOOL

PROPOSED BUDGET FY2019

	<b>FY19 Budget</b>
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
001 STATE REVENUE	0
001 STATE TUITION	4,472,199
002 GRANTS	
State-262 EEC Grant	500
Federal-309 Title IV	500
Federal-140 SPED	3,600
Federal-240 SPED	30,630
Federal-274 SPED	3,000
Federal-305 Title I	38,500
Federal-REAPS	22,000
Private-MV Fellowship	0
Private-Permanent Edmt.	0
<b>Total 002 GRANTS</b>	<b>98,730</b>
006 NUTRITION	
Food Services	55,000
State, Federal Reimbursement	45,000
<b>Total 006 NUTRITION</b>	<b>100,000</b>
009 STUDENT PROGRAMS	
Activities	48,000
International Travel	1
Italy	1
<b>Total 009 STUDENT PROGRAMS</b>	<b>48,002</b>
010 TRANSPORTATION AID	55,000
015 DONATIONS	12,000
016 BANK INTEREST	10,000
019 MISC REVENUE	3,000
020 REVENUE FROM PROJECT RESERVE	158,000
<b>Total Income</b>	<b>4,956,931</b>
<b>Gross Profit</b>	<b>4,956,931</b>
<b>Expense</b>	
100 ADMINISTRATION	602,292
101 ADMIN. EXPENSE	50,000
220 TEACHERS-CLASSROOM, SPECLST	
Classroom	1,216,543
Electives, Off., Arts Programs	35,000
Grants	99,444
Support Staff	758,216
<b>Total 220 TEACHERS-CLASSROOM, SPECLST</b>	<b>2,109,203</b>
230 TEACHING SERVICES	65,000
240 PROFESSIONAL DEVELOPMENT	25,000
250 GUIDANCE, CONSULTANTS	95,000
260 INSTRUCTIONAL SUPPLIES	
Arts, Electives, Offerings	5,000



	<u>FY19 Budget</u>
Athletics	3,500
Books	7,500
Classroom Supplies	20,000
Computer Hardware, Software	15,000
Furniture, Equipment	5,000
Grant Supplies	500
Library, Media Center Supplies	1,500
Support Supplies	7,500
<b>Total 260 INSTRUCTIONAL SUPPLIES</b>	<b>65,500</b>
<b>300 PUPIL SERVICES</b>	
Gym, Ktn, Nurse Salaries	236,000
Kitchen Supplies, Food	71,750
Medical Supplies	1,500
Transportation	0
Transportation-Bus	123,000
<b>Total 300 PUPIL SERVICES</b>	<b>432,250</b>
<b>370 STUDENT PROGRAMS</b>	
Activities	50,000
Graduation	1
International Travel	1
Italy	1
<b>Total 370 STUDENT PROGRAMS</b>	<b>50,003</b>
<b>400 OPERATIONS AND MAINTENANCE</b>	
Building/Grounds Lease	302,000
Maintenance	150,000
Network Infrastructure	7,000
Utilities	33,000
<b>Total 400 OPERATIONS AND MAINTENANCE</b>	<b>492,000</b>
<b>500 PAYROLL DEDUCTIONS</b>	<b>1</b>
<b>510 EMPLOYER PAYROLL TAXES</b>	<b>110,431</b>
<b>520 INSURANCE</b>	
Dental Ins.	28,315
Health Ins.	747,936
Life, Disability	37,000
Property, Liability	10,000
State Unemp.	15,000
Student Ins.	3,500
Wrks. Comp.	18,500
<b>Total 520 INSURANCE</b>	<b>860,251</b>
<b>Total Expense</b>	<b>4,956,931</b>
<b>Net Ordinary Income</b>	<b>0</b>

Date: September 11, 2018

To: Mass DESE (for the purposes of Annual Report, Martha's Vineyard Public Charter School/MVPCS)

From: Marc Favreau, MVPCS Board President

Re: Complaints to MVPCS Board during 2017-2018 school year

As board president of MVPCS, I received one complaint during the 2017-2018 school year, that was a follow-up correspondence to a complaint we addressed in the prior (2016-2017) school year. In the spring of 2017, I investigated a complaint from a parent that a student had been improperly disciplined by the Director, following a schoolyard incident earlier that year. I investigated extensively, including in-person meetings with the Director and relevant teaching staff, and follow-up emails. I concluded that the matter had been handled appropriately and professionally by the school and I sent a letter to the parent to that effect. In the fall of 2017, I received a further correspondence (after a considerable gap of time) from the same parent, complaining of my conclusions. There was no further action or communication taken.