



South Shore Charter Public School

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**2023-2024 Annual Report
 August 1, 2024**

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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	1055 as of 10/01/2023
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days during the 2022-2023 school year	180	Students on Waitlist	658 as of 3/15/2024
School Hours	8:15am-3:00pm	Age of School	29 years
Mission Statement: Inspiring every student to excel in academics, service, and life.			

Faithfulness to Charter

Criterion 1: Mission and Key Design Elements

Mission

Inspiring every student to excel in academics, service, and life.

The South Shore Charter Public School has held fast to the institutional mission of inspiring every student to excel in academics, service, and life. Founded in 1995, the School remains dedicated to an educational model that combines project-based learning and community service with a standards-based college preparatory curriculum. Whether it is a high school student mentoring a third grader in the afterschool enrichment program, a middle school student collecting coats for a homeless shelter, or a first grade student growing vegetables from an organic garden in the outdoor classroom, student life at South Shore Charter empowers students to make an impact on the world around them. encompasses these core principles lifting us to where we are today.

We have come a long way in thirty years. Teachers at South Shore Charter are dedicated to teaching every child in tandem with nurturing social and emotional health. Service learning is an essential principle of the School's mission as all K-12 students complete community service requirements. Students become involved in the community beyond the school walls to learn about the importance of teamwork and service to others. This innovative approach is embodied in the School's Projects (K-8) and Workshops (9-12). South Shore Charter continues to build a comprehensive curriculum and instructional framework that upholds rigorous standards, ensures alignment across all levels, and embraces differentiated instruction to accommodate all learners. We are committed to empowering every student to excel academically and flourish in today's world. We recognize that language and mathematics literacy are the foundation of academic achievement, and we work to ensure that every student is provided an education embedded with academic rigor and high expectations.

Diversity is our strength. Students come to South Shore Charter bringing a rich mosaic of languages and cultures from the South Shore and around the world. Over forty languages are spoken by families in our school community. South Shore Charter remains dedicated to embracing the diversity of our student population, and to providing a college preparatory education for all students. As a full inclusion school, we remain steadfast in the pursuit of academic achievement for all, and we foster equity for every student.

Key Design Elements

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

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

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: All SSCPS students participated in Projects and Workshops. 610 out of 645 or 95% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses.

Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the [Exit Standards](#) for that Level.

Met: Over 90% students leaving Level I, II, III, IV, and the High School have met the academic standards set for the 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 82 out of 161, or 51%, of high needs high school 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.

Not Met: The School met parts of this measure. At the high school level 90% of students reported that SSCPS is a safe learning environment, meeting the measure while in grades 5-8, 88% of students reported feeling emotionally and physically safe falling just short of the measure. 87% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 401 out of 645 students or 62% responded to the survey.

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

Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.

Met: This year 43 out of 56 or 78% of Projects and Workshops participated in community service over the course of the year.

Measure: Annually, 90% of all students will meet the community service requirement.

Not Met: SSCPS launched a new digital collection tool for community service hours which was sent to families weekly. Although this measure improved, the tool was not used by all students and their parents across grade levels making it difficult to determine if the measure was met. The School will increase communication for data collection in 2024-2025.

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

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.

Met: All graduating students either participated in an internship or completed an Independent Study project.

Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.

Met: 29 out of 69 or 42% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.

Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.

Met: 79 out of 87 or 91% of eleventh grade students participated in the SAT. The mean total score for SSCPS students was 972. The state average was 971 and the national average was 952.

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

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.

Met: Teachers met weekly both by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions.

Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year.

Met: Forty-four out of 56 or 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.

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

This objective has three measurement elements. Measure: At least five staff members per year will disseminate the SSCPS model by presenting best practices at educational consortiums and conferences. Measure: SSCPS staff members will collaborate with others in the charter school network and with sending districts to promote best practices for High Needs students. Measure: SSCPS Staff members will continue its participation in the Teacher Diversification Professional learning community, working to develop and share practices pertaining to the retention and recruitment of diverse faculty. All three measures were met:

1. Faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and hosting visiting teams. The World Language department shared standards for teaching heritage speakers in language and how to differentiate

instruction and alternate assessment to heritage learners, the science department participated in a state-wide summit to discuss best practices for building equitable, accessible, and sustainable digital literacy and computer science programming. Additionally, the Science Curriculum Coordinator and the Executive Director worked with five local school districts, the Cohasset Center for coastal Research, The National Oceanic and Atmospheric Administration, and The Neponset River Watershed Association to make improvements to ongoing programming by increasing community partnerships and building regional capacity. SSCPS presented best practices including the strengths of the project-based learning model.

2. Members from the Learning Services shared inclusive practices and best practice for dealing with trauma in schools. 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. Highlights included; SSCPS sharing and discussing our pre-vocational/transition programming and how as a small school we can use Mass Hire funds to create a well-rounded program to support students on 504s and IEPs with inter-agency collaboration.
3. Members of the faculty and staff continued their participation in the DESE/TNTP statewide initiative Teacher Diversification Professional Learning Community. Key elements included sharing best practices and lessons learned from yearlong institutional strategic planning and the impact on diversity in teacher recruitment and retention. Best practices include how members of the SSCPS Teacher Diversification PLC participated on the Strategic Planning Committee which successfully completed 28 focus groups; 11 faculty and staff, 9 family and caregiver, and 8 student focus groups as well as extensive surveys. Shared techniques on how this comprehensive approach helped create a better understanding of the school's faculty and staff recruitment to determine an institutional vision for the future.

Amendments to the Charter between August 2023 and July 2024		
Date Submitted	Amendment Requested	Status (Pending/ Approved/Denied/Approved and Not Implemented)
	No amendments requested between August 2023 and July 2024.	

Criterion 2: Access and Equity

Student Demographic Information

[Enrollment by Race/Ethnicity \(2023-24\)](#) enrollment data by race/ethnicity for South Shore Charter Public School

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	36.8%
Asian	8.2%
Hispanic	8.2%
Native American	0.9%
White	38.6%
Native Hawaiian, Pacific Islander	0.3%
Multi-Race, Non-Hispanic	6.9%

[Selected Populations \(2023-24\)](#)

Selected Student Populations (2023-24)
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Title	Percentage of Student Body
First Language not English	46.2%
English Language Learner	10.7%
Low-income	32.7%
Students with Disabilities	21.6%
High Needs	56.6%

[2022-23 Student Discipline Data Report](#)

2022-23 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1085	6	0.1	0.5	0.0
English Learner	111	1			
Economically Disadvantaged	364	4			
Students with Disabilities	239	3			
High Needs	617	6	0.2	0.8	
Female	525	0			
Male	553	6	0.2	0.9	
American Indian or Alaska Native	8	0			
Asian	86	0			
African American/Black	390	2			
Hispanic/Latino	87	1			
Multi-race, Non-Hispanic/Latino	65	2			
Native Hawaiian or Pacific Islander	3				
White	446	1			

At the close of each school year the administrative team reviews disaggregated discipline data making note of trends. The team makes plans to address any disparities between groups. South Shore Charter Public School saw a significant drop in the suspension rate from the 2021-2022 school year to the 2022-2023 school year.

Teachers in grades K-8 continued with year two of implementing a social-emotional learning curriculum, PATHS in grades K-5 and Emozi in grades 6-8. At the high school level, the faculty led a dynamic faculty-created Advisory curriculum that focused on social-emotional learning, relationship building, and conflict resolution. School events and traditions that were difficult to execute during the pandemic returned, contributing positively to school culture. The high school increased supervision during unstructured times, began using a new hall pass system, and worked to develop common practices across classrooms. Ultimately, these efforts resulted in significantly fewer suspensions during the 2022-2023 school year than during the 2021-2022 school year. The number of students disciplined dropped significantly falling from 23 to six, despite higher enrollment.

Criterion 4: Dissemination

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? (Identify the title of the individual and/or name of the school or district as applicable)	Result of dissemination (List any resulting artifacts and share any changes in practice or new opportunities for students that occurred at other schools/districts as a result of this dissemination activity.)
Interagency Transition Group	Zoom three times a year	Michelle Gallagher, High School Learning Services Coordinator/Transition Specialist	Stakeholders and school leaders from <ul style="list-style-type: none"> ● Carver Public Schools ● Mass Hire ● DDS Massachusetts ● Plymouth Public Schools ● Plymouth County Family Support ● Pilgrim Area Collaborative ● Justice Resource Institute Schools ● Mass Rehab Commission ● Easter Seals 	Networking Problem-solving Plymouth County Family Support visited SSCPS to present to SEPAC SSCPS shared their relationship with Easter Seals and Mass Hire to help other area schools tap into grant monies and help develop similar partnerships
Pre-Vocational and Transition Programming	Quarterly Zoom meetings	Michelle Gallagher, High School Learning Services Coordinator/Transition Specialist	Stakeholders and Leaders from the following districts: Carver, Duxbury, Hingham, Holbrook, Marshfield, Map Academy, Middleboro, Milton, Plymouth, Quincy, Randolph, Rockland, Silver Lake Regional District, South Shore Vocational Technical, Scituate	SSCPS was able to share and discuss their pre-vocational/transition programming and how as a small school we can use Mass Hire funds to create a well-rounded program to support students on 504s and IEPs with collaborators such as: Best Buddies Pre-Employment, The Bridge Center (Easter Seals), and “Cooking with Abby”. In addition, SSCPS created experiences through community-based instruction and our entrepreneurship programming that runs in November and December. Through these quarterly meetings and the networking and dissemination that occurs SSCPS was able to support some students in entering the workforce after high school by connecting with South Shore Vocational Technical Career Technical Initiative Training Program.
Standards for Teaching Heritage Speakers in the	Heritage Language Advisory Framework Group Meetings	Maria Lappas, World Language Teacher	Other districts participating in the meetings, eventually a wider audience state-wide	Shared best practices for heritage speakers in the World Language classroom

Language Classroom				
Dealing with trauma in schools, best practices for Pupil Adjustment Counselors	Monthly Job-alike meetings for Pupil Adjustment Counselors	Tanya Ames, Pupil Adjustment Counselor Karen Foy, Pupil Adjustment Counselor	Local school districts	Sharing best practices and resources to help in dealing with trauma and SEL in schools.
Differentiated Instruction and Alternate Assessment for Heritage Learners	American Council on the Teaching of Foreign Languages 2023 Conference	Maria Lappas, World Language Teacher	ACTOFL Attendees	Shared best practices for heritage speakers in the World Language classroom
Teacher Diversification PLC	DESE/Williams College Professional Learning Community	Alicia Dupuis, High School World Languages Teacher Sheina Prince, Reading Teacher and Civil Rights Coordinator, Aujané Stewart, Elementary Teacher Nadeen Sullivan, High School English Teacher Kristine Bingham, Director of Finance and Human Resources, Alicia Savage, Executive Director	Teachers and administrators from participating charter schools and public school districts statewide.	Shared best practices and lessons learned from yearlong institutional strategic planning and the impact on diversity in teacher recruitment and retention. Best practices include how members of the SSCPS Teacher Diversification PLC participated on the Strategic Planning Committee which successfully completed 28 focus groups; 11 faculty and staff, 9 family and caregiver, and 8 student focus groups as well as extensive surveys. Shared techniques on how this comprehensive approach helped create a better understanding of the school's faculty and staff recruitment to determine an institutional vision for the future.
Building equitable, accessible, and sustainable digital literacy and computer science programming	DESE DLCS Summit 2024	Jamie Allen, Science Curriculum Coordinator John Oliva, High School Science Teacher	Summit Attendees: Elementary Teachers, Middle School Teachers, High School Teachers, Administrators, DLCS Leaders	CS Engage is a state competitive grant to support public school districts in establishing and promoting rigorous, engaging, and standards-aligned digital literacy and computer science (DLCS) education. SSCPS disseminated visioning for building and implementing inclusive and sustainable K-12 DLCS education, starting in the 5-8 grade span and then targeting the high school and K-4.

SPA STE MCAS Performance Ambassador and District Trainer	Zoom-2 full days and 4 additional quarterly meetings yearly	Jamie Allen, Science Curriculum Coordinator	WPI Stem Education Center, DESE, MA District Administrators, and STE Educators	<p>Develop an understanding of the new 5th and 8th grade STE MCAS and classroom performance tasks by collaborating with WPI, DESE and MA Districts to become highly qualified trainers (and reviewers) for using STE assessments to create equitable learning experiences through:</p> <ul style="list-style-type: none"> • Asking questions and connecting/collaborating with DESE staff and other program participants. • Accessing and preparing materials to be used in district training. • Developing an outline/plan for implementing district training • Collaboration through sharing practices for classroom tasks and digital performance tasks. • Sharing student work and providing feedback and suggestions for improvements to classroom and digital tasks, as well as MCAS assessments.
Designing inclusive practices and special education programming.	South Shore Special Education Advisory Council	Matthew Tondorf, Director of Learning Services	Local School Districts	Shared best practices for inclusive programming and program design.
Building regional capacity and community partnerships through shared vision through project based learning and	Workshops, zooms, and seminars	Jamie Allen, Science Curriculum Coordinator Alicia Savage, Executive Director	Spearheaded by Jack Buckley from Cohasset Center for Student Coastal Research along with the National Oceanic and Atmospheric Administration, North-South River Watershed Association, Neponset River Watershed Association, in collaboration with local schools district including Scituate, Archbishop Williams, Cohasset, Hingham, Codman Academy	Share SSCPS practices, included project based learning, with districts and organizations to make improvements to ongoing programming by increasing community partnerships and building regional capacity. SSCPS serves to be an active and committed partner to CSCR's BWET grant to "Move the MWEE to the summer months," credential student learning, and work collaboratively with CSCR, its partners, and Stellwagen Bank National Marine Sanctuary to ensure that students from our school earn recognition as STREAM to Sanctuary watershed stewards.

Academic Program Success

Criterion 5: Student Performance

2023 School Report Card

B. Additional Evidence of Academic Progress:

During the 2023-2024 school year SSCPS administered a record-breaking 193 Advanced Placement exams, a 34% increase from last school year. 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® United States History, AP® World History: Modern, AP® Chemistry, and AP® Biology. This year the School added AP® Precalculus and participated in the pilot of AP® African American Studies. Additionally, the school participated in the STEM AP® Expansion Opportunity (SAPAO) grant allowing students to take AP® Physics 1, AP® Physics C, and AP® Environmental Science through VHS Learning. This year's score distributions are noted in the following table.

Advanced Placement Course	Number of Exams	Mean Score	Range
Biology	31	2.39	1-5
Chemistry	18	3.33	1-5
Calculus, AB	7	2.71	1-4
Calculus, BC	3	3.67	3-5
Statistics	25	2.08	1-5
Language and Composition	27	2.26	1-5
Literature and Composition	6	3.33	2-4
World History: Modern	27	3.07	2-5
Physics C: Electricity and Magnetism	1	3	3
Physics C: Mechanics	1	4	4
Physics 1	5	2	1-4
Environmental Science	3	3	2-4
Precalculus	19	3.53	2-5
United States History	11	3.09	1-5
African American Studies	9	4.11	3-5

The School administered the PSAT to Juniors in October with 76 out of 78 or 97% of students testing. The school administered the SAT school day exam to eleventh grade students in April. Seventy-six out of 78 or 97% of Juniors took advantage of this opportunity. The school tested students in grade 10 with the PSAT 10 in the spring with 78 out of 81, or 96% of students testing. Eighth graders and ninth graders participated in the PSAT 8/9. Seventy-seven out of 87, or 88% of ninth graders tested. Seventy-seven out of 84, or 92% of eighth graders participated. These exams provided teachers with excellent data to use as they planned for curricular changes and interventions to close the learning gaps and to accelerate student learning.

Exam	Grade Level	SSCPS Mean Total Score	State Mean Total Score	Total Group Mean Total Score
SAT	11	972	971	952
PSAT/NMSQT	11	931	989	952
PSAT 10	10	928	1006	901
PSAT 8/9	9	844	914	861
PSAT 8/9	8	846	826	833

The South Shore Charter Public School continued the increased level support for early literacy and literacy intervention this school year that the School originally implemented post-pandemic. Teachers continued work to close gaps and accelerate student achievement. The School continued DIBELS 8 administration in grades K-4 and added grade five. The school assessed all students in grades K-5 three times over the course of the year with additional progress monitoring between assessment periods for those who fell below benchmark. After school intervention through Title I tutoring groups ran from November through April along with in school targeted intervention with reading teachers. The DIBELS 8 data for this school

year shows a significant increase in the number of K-3 students performing at or above benchmark at the close of the school year.

DIBELS 8 Data 2023-2024

Grade Level	Assessment Period	Percentage Well Below Benchmark	Percentage Below Benchmark	Percentage At Benchmark	Percentage Above Benchmark
Kindergarten	BOY	33%	12%	16%	39%
	EOY	14%	6%	32%	48%
Grade One	BOY	19%	19%	29%	33%
	EOY	11%	8%	35%	50%
Grade Two	BOY	19%	18%	40%	23%
	EOY	11%	13%	36%	40%
Grade Three	BOY	19%	15%	19%	47%
	EOY	21%	10%	12%	57%
Grade Four	BOY	11%	21%	47%	21%
	EOY	10%	27%	25%	38%
Grade Five	BOY	18%	17%	33%	32%
	EOY	26%	11%	23%	40%

Criterion 6: Program Delivery

English Language Arts

South Shore Charter Public School continued implementation of the literacy action plan written two years ago through the School's participation in the Lead for Literacy grant. Central to this implementation was the adoption of a new tier 1 reading curriculum, Wonders, for grades K-4. Teachers continued the work of implementation which began prior to the close of the 2022-2023 school year. K-4 teachers participated in extensive professional development to support the implementation of the new curriculum. This work began in June of 2023 with two full days of work and was followed with two additional professional development days over the course of the school year. Additionally, the literacy coach, assistant principal, principal, and executive director regularly visited K-4 classrooms during the literacy block to provide feedback and identify areas for improvement.

The new curriculum was paired with scheduling changes that extended the literacy block for all students in grades K-4. Over the course of the school year, teachers worked collaboratively, by grade level, with the support of the literacy coach to design a literacy block with the appropriate balance of phonemic awareness through Heggerty, direct phonics instruction, and reading comprehension. This balance shifted throughout the year in response to data.

Frequent, comprehensive data collection played a critical role as teachers worked to both identify areas for remediation and acceleration and to modify the curriculum to meet student needs. K-5 teachers administered the DIBELS 8 reading assessment in September, January, and May to monitor progress throughout the school year. This was the second year that teachers administered the assessment to students in grade five. Grade level teams met regularly to review assessment data, create intervention groups, and target methodology.

The 5-12 English Language Arts (ELA) curriculum was enhanced by comprehensive, year-long professional development focused exclusively on writing. Teachers received a unified, research-based program through Collins Writing. We made the decision to have the Social Studies and ELA teachers work and learn together for this professional development since writing proficiency is an established goal in both curricula.

The cross-curricular program honed in on developing a common language of instruction and shared strategies for writing instruction. The chosen model that teachers employed this year and will implement every year going forward consists of

Five Types of Writing:

Type 1: Capture ideas quickly

- Type 2: Respond correctly, demonstrate understanding
- Type 3: Writing meets standards (FCAs) for organization, style, and mechanics.
- Type 4: Peer editing:
- Type 5: Publish: High quality, error-free writing

The teaching strategies for the Five Types of Writing are built into the program. Teachers simultaneously introduced each writing type in their classrooms as they were rolled out during professional development. What is unique about the implementation of the writing program is that students certainly learn skills but they also develop daily writing habits that function as short assessments that are corrected in real time.

Throughout the professional development differentiated instruction was taught, discussed and implemented. Teachers collaborated to address the needs of our diverse student population by sharing differentiating strategies, discussing issues as they arose in their classrooms, and looking at ways to foster an inclusive learning environment for our young writers.

John Collins, the founder of Collins Writing and a veteran teacher himself, visited our school to teach model lessons in November and March. Teachers observed a writing expert teach their students using the Five Types of Writing framework and strategies. Each model lesson was followed by a debrief, where teachers could discuss and question the lesson.

The 2023-2024 professional development in writing was based on data garnered from MCAS, P/SAT, and formative assessment testing. It was an opportunity for cross-curricular collaboration in an area of academic instruction that had suffered significantly during COVID. Moving forward, in 2024-2025 we will review Collins Writing methods at meetings. We will give each teacher a classroom poster of the Five Types of Writing that will reinforce the shared vocabulary, strategies and habits that are the basis for our writing program in Social Studies and ELA classrooms.

Mathematics

Faculty across grades K-8 engaged in comprehensive iReady professional development sessions to facilitate the successful implementation of the new program and digital platform. Led by an iReady specialist in August, teachers received initial training, followed by follow-up PD sessions in November and February. Biweekly grade level meetings were established to support curriculum pacing, planning, and data analysis. Utilizing the My Path feature within the iReady digital platform, teachers were equipped to address student learning gaps and provide acceleration opportunities tailored to individual student needs. Growth data analysis culminated in the dissemination of iReady reports to families, while the Math Interventionist utilized this data to create targeted intervention groups and monitor student progress.

In grades 9-12, teachers underwent iXL Math PD sessions to familiarize themselves with the software's diagnostic tools and implementation strategies. Common planning sessions facilitated collaborative learning and implementation efforts among educators. Meanwhile, across grades 5-12, faculty convened to set department goals centered around utilizing diagnostic data to support student learning and practice throughout the school year.

In grades 4-8, teachers identified students eligible for math acceleration using iReady data, with some students enrolled in supplemental Khan Academy courses. Additionally, faculty focused on enhancing math language understanding and implementation strategies across grades 5-12, compiling a reference list of key terms and phrases from standardized tests. Discussions centered on better incorporating language into instruction to foster student comfort and success in assessments. The School continued to offer the after school tutoring program focused on mathematics, offering in person tutoring to students in grades 2-8 from November through May. The School continued to run expanded summer programming for 2023 to provide identified students with opportunities for both acceleration and remediation in math in grades 3-10.

Workshops at the High School level continued to expand mathematics options. The Personal Finance workshop curriculum was fine tuned to incorporate semester-long curriculum that culminated in simulated budget challenges that were participated in on a national level. The Mathletes workshop prepared and sent students to compete in Northeastern University's Calculus Field Day Competition where calculus students placed in the top standings of the teams competing.

Analysis of MCAS and PSAT data from grades 3-12 continued to serve as a foundation for informed instructional decision-making. Teachers collaboratively identified strengths and weaknesses through item and strand analysis, subsequently devising curriculum and fluency strategies for implementation. An inventory of test items was worked on to integrate MCAS practice into classroom instruction, supplemented by support blocks. Through comprehensive discussions and data analysis, grade 8-12 teachers strategically placed students in appropriate math courses, including AP Calculus AB, AP Calculus BC, AP

Statistics, and AP Precalculus. This placement process ensured that students were challenged at an appropriate level while also providing necessary support and resources to foster their academic growth and success. Students in grades 11-12 were enrolled in AP Precalculus in its first year of College Board implementation. Students were also enrolled in the John Hopkins University online Multivariable Calculus course based on acceleration strategies implemented in the prior year.

Science and Engineering

The science department began the year with summer professional development opportunities aimed at enhancing best practices, curriculum development, and instruction. Our teachers engaged in targeted professional growth to foster a student-centered instructional model that emphasizes higher-order thinking, questioning, and phenomena-based problem-solving. The primary focus this year was on refining instructional practices and providing scaffolded support for students. This included developing curriculum maps for FITs and creating both formative and common assessments.

For students in grades K-2, the partnership with Holly Hill Farm in Cohasset continued to thrive. This hands-on, outdoor classroom approach is integral to SSCPS and our mission. As the farm program matures, we are continuing the work of aligning it with the Massachusetts Frameworks and the K-2 science standards to ensure coherence and relevance.

In response to the evolving STE MCAS for grades 5 and 8, which now includes digital simulation based performance tasks, teachers in grades 3-8 received resources to better prepare students for the pilot and forthcoming changes. This preparation will involve two years of focused professional development by the SPA Performance Ambassador and focus on supporting teachers and students in grades 3-8. Grades 6 and 7 focused on refining their Exhibitions of Mastery and adjusting rubrics to reflect updated standards and expectations. Grade 6 students engaged in the design and engineering process by creating prototypes and showcasing their mock-ups. Concurrently, Grade 7 students researched ecosystems and human impacts, creating visuals and 3D models to illustrate these impacts and propose protective measures for natural environments. This marked the return of the science fair style Exhibition of Mastery presentations since COVID.

The 6-8 science teachers continued with the full implementation of the OpenSciEd model, adapting units in 7th grade due to staffing changes. Guided by our school support specialist and ongoing professional development, teachers have become adept in phenomena-based instruction and assessment using multiple models. This approach promotes a student-centered classroom based on questioning and hands-on investigation. As the year concludes, the One8 Foundation will take over all aspects of OpenSciEd, providing continued support through professional development and teacher networking.

The Introductory Physics (Physics First) curriculum marked its second year, with adjustments informed by FY23 MCAS data and teacher feedback to enhance student learning, engagement, and MCAS performance. The physics team developed common and formative assessments to ensure universal and informative instructional practices. These assessments help keep students on track and enable teachers to make practice adjustments and group students for MCAS preparation and additional support during FIT blocks.

Thanks to the CS Engage grant and additional partnership opportunities, a team of teachers and administrators is working on increasing computer science offerings and ensuring digital literacy standards are addressed at each grade level. With the Citadel grant, we will offer AP Computer Science Principles in person at the high school for FY25. Planning has also concluded for embedding a computer science instructional unit and developing digital literacy units and lessons into the core academic science instruction for grades 5-8, ensuring comprehensive exposure to computer science.

Our continued participation in the STEM AP Access Expansion Opportunity (SAPAO) grant program, in partnership with the MA Department of Elementary and Secondary Education (DESE) and VHS Learning, allowed for four additional AP offerings, benefitting eight students. Through this partnership, we will send a teacher to a summer professional development course in Computational Thinking and Problem Solving, which will be offered as a workshop during the FY25 school year to support the expansion of our DLCS opportunities. This was also the first year in which advanced 10th grade students could enroll in AP Biology, as well as 11th grade students without prior Chemistry could enroll in AP Chemistry. This change is reflective of allowing our academically focused and advanced students the opportunity to have as many AP level experiences as possible without having to sacrifice rigor and heterogeneity of course schedules.

History and Social Studies

History and social studies teachers (grades 5-12) periodically reflected on their individual and departmental goals. The primary departmental objective focused on partially implementing the Collins Writing Program, specifically utilizing Type 2 writing assignments to measure progress and inform both remediation and acceleration strategies. To support this initiative, history

and social studies teachers collaborated with English language arts instructors, and reviewed various facets of the Collins Writing Program through video resources, discussions, and model lessons provided by program representatives. Several teachers (grades 8-12) also incorporated genocide education lessons following a professional development workshop facilitated by the Genocide Education Project. A survey administered by the curriculum coordinator in March gathered data on the implementation of these lessons. Funding from genocide education grants facilitated curriculum enhancements, including materials, field trips, and stipends. Regular reflections on best practices for genocide education were conducted and supplemented by virtual workshops designed for middle and high school teachers.

SSCPS piloted the Advanced Placement African American Studies course for juniors and seniors. The instructor provided regular updates to the curriculum coordinator and history teachers and made significant adjustments, such as replacing the original research paper requirement with a presentation and oral defense to mitigate overreliance on artificial intelligence. Looking ahead, the history department will run Advanced Placement Government and Politics and Advanced Placement World History: Modern alongside Advanced Placement African American Studies in 2024-2025. Advanced Placement United States History will be offered again in 2025-2026. Teachers of grades 5-7 explored DESE's Investigating History modules with the intention of integrating at least a partial unit in the upcoming school year.

Formative and summative assessments were administered by history and social studies teachers to inform instruction and identify gaps, primarily in reading and writing skills and stamina. Departmental discussions focused on the progression of foundational knowledge across grades and opportunities for acceleration and remediation. Eighth graders participated in a civics field test, with forthcoming data analysis intended to enhance instruction.

General departmental efforts included developing assessments, summer reading lists, budget requests, and intervention strategies to address learning gaps. Strategies for acceleration and differentiation, compliance with DESE requirements, grant allocations, field trip coordination, and research assignments were also examined. Teachers addressed various day-to-day challenges, with several overseeing field trips, civics action projects, and a living wax museum showcase. Concerns regarding plagiarism and the misuse of artificial intelligence (AI) were frequently shared with the goal of developing a clear policy on the appropriate use of AI and improving students' research and citation skills. Additionally, teachers evaluated strategies to address students' social-emotional needs.

Teachers of Levels I and II collaborated with the curriculum coordinator to explore resources, reflect on instructional practices, and assess standards mastery. The support provided by the new reading curriculum and second grade social studies textbook were also evaluated.

World Languages

During the 2023-2024 school year, the World Language Department implemented a comprehensive professional development program aimed at enhancing instructional practices across various key areas. A major focus was the adoption of a standards-based grading system for grades 5-12, which aligned with proficiency-based teaching and learning. This involved redefining gradebook categories into interpretive, interpersonal, presentational, and formative assessments, and developing specific tasks and assessments for each category.

The department also aimed to establish common rubrics for grades 5-12, facilitating consistency across different proficiency levels. Teachers explored various rubrics for interpretive, interpersonal, and presentational modes, discussing their advantages and disadvantages. This collaborative effort resulted in the creation of a standardized presentational rubric tailored for each proficiency level, from novice low to advanced low.

In alignment with the Massachusetts World Language Curriculum Framework, teachers participated in multiple professional development events, including the MAFLA conference in Springfield and the MAFLA Core Practices workshops in Boston. These events provided opportunities to engage with peers, attend workshops on proficiency-based teaching and scaffolding communicative tasks, and gain insights from the latest educational resources and technologies. The knowledge and resources acquired from these conferences were shared and discussed in department meetings. Additionally, the World Language Teacher Summit offered a diverse range of training sessions on topics such as cultural competence, language acquisition, classroom culture, and the integration of AI in education.

Curriculum mapping for grades K-12 was another crucial aspect of professional development. Teachers worked collaboratively to discuss and incorporate the key components of the 2021 World Language Curriculum Framework into their curriculum

maps. They developed a template for these maps and revised existing ones to ensure a stronger emphasis on proficiency-based approaches.

A noteworthy highlight was the focus on heritage learners. Maria Lappas, a department member, presented on differentiation and alternative assessment for heritage learners at the 2023 ACTFL conference in Chicago. Following this, the department participated in a workshop based on her presentation, enriching their understanding and strategies for effectively teaching heritage learners.

This school year, 18 students in grades 9-12 took part in language proficiency testing, achieving 8 intermediate-high proficiency scores and 3 intermediate-mid proficiency scores. At graduation, 4 seniors were awarded the Massachusetts Seal of Biliteracy, while one senior received the Global Seal of Biliteracy. Notably, we had our first student earn the Massachusetts Seal of Biliteracy with Distinction, which he did impressively in both Spanish and Portuguese.

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 added an additional behavior assistant this school year to assist the BCBA in supporting the growing population of students requiring behavioral support in the classroom. This additional position proved instrumental in continuing to provide students and teachers with needed classroom support. All students at South Shore Charter Public School who are serviced with an IEP are assigned a Special Education Liaison. This liaison serves as an advocate, case manager, and contact person for staff and parents involved in the support and implementation of the student's IEP. The liaison will coordinate with the general education teachers to ensure accommodations and modifications are implemented as outlined on the student's IEP, as well as possibly provide direct instruction as specified on the IEP. It is required that documentation be kept on file to demonstrate that Regular Education Teachers and all Service Providers have read the student's IEP, and that the contents of the IEP have been explained to them in full. The staff has the opportunity to clarify any statements on the IEP, which are unclear. Signatures by the Regular Education Teachers and Service Providers indicate that they have read the IEP/Amendment and understand it. It is the responsibility of the Liaison to ensure that a completed copy of this form is placed in the student's Special Education record. The Liaison will also monitor the implementation of the IEP and subsequent progress notes to correspond with the report card schedule. The student's Liaison processes the IEP - whenever a new IEP/Amendment is developed and signed by the parent/guardian. A copy of the new document[s] is/are distributed for staff review. It is the responsibility of the Liaison to ensure all teachers and service providers understand any amendments or changes to the student IEPs. South Shore Charter Public School staff is legally responsible for implementing any and all parts of the IEP that relates to their class/subject area/service area throughout the students' school day. If it is determined that the student is not making progress as expected, is in danger of not meeting their IEP goal(s) or is in danger of failing academically for the year, it is the responsibility of the Liaison to notify the Director of Learning Services and schedule a TEAM meeting to discuss their concerns with the team and make the appropriate changes in the IEP as deemed necessary.

To identify English Language Learners (ELL), SSCPS assesses language proficiency for all new students whose families are identified as speaking a language other than English on the Home Language Survey. SSCPS uses the ACCESS testing to identify the amount of support and level of proficiency for each of the identified ELL students. ELL teachers provide service to students through a combination of in class and small group pull-out support. The ELL Learning Services team is continually adjusting its model of delivery to meet the needs of this rapidly growing population at SSCPS. The ELL department continued to offer an after school support program for Title III students and continued to expand the ELL

summer institute to provide additional support during the summer. EL teachers utilized the Wonders curriculum in grades 1-6 and grades 7-12 worked with Language Live to support continued language development.

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

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

SSCPS' SEPAC was stronger than ever this school year, with the addition of some new parents, and the tireless work of the new SEPAC chair, the committee has been meeting regularly to support families in navigating the special education process and support the School's special education department. They have held social events and workshops for parents and educators, including a workshop on executive functioning from Dr. David Murphy, and an end of year training on the new IEP.

The EL department worked hard to establish an ELPAC, hosting four meetings and attending family events to gather interest. The work of this team is moving in a positive direction and with the support of a few parents that joined this year, the interest continues to grow.

Social, Emotional, and Health Needs

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

This year our counseling department ran a training for all 5-12 staff on suicide prevention. Utilizing resources and curriculum from *SOS signs of suicide*, the counseling team assisted teachers in learning how to recognize warning signs and risk factors for suicide, how to engage in appropriate and caring conversations, and how to keep students safe while connecting them with qualified school staff. Additionally, Our counseling team participated in a 36 hour training on Trauma informed clinical practice offered through the New York University Silver School of Social Work. This course developed the counselor's ability to identify multiple types of trauma and applications of the trauma informed approach, gain a foundation in the most current evidence-based-treatments for specific clinical disorders (e.g. ASD, PTSD), as well as be able to integrate other culturally relevant factors to guide support.

SSCPS continued to utilize the PATHs and EMOZI curriculum which was rolled out during the 2022-2023 school year. The PATHS program (K-5) and Emozi (6-8) was implemented one day a week during the school's FIT block in grades 5-8 and twice a week in grades K-4. The program covers understanding and managing your own feelings and knowing your strengths and weaknesses, managing your own behavior and impulses, understanding and having empathy for others, knowing how to work with and get along with others, and making responsible decisions through problem solving both alone and in groups. This program was really well received by the staff and the students.

Members of the high school began the multi-year project of designing a High School SEL curriculum. After reviewing many curriculums, it was determined that no one curriculum met the needs of our diverse school community. The Team, led by Sheina Prince, designed different threads to include social emotional education and self-care, anti-racism, multiculturalism, diversity, and life skills. These weekly lessons or threads were delivered during the High School Advisory portion of the school week.

The high school social emotional team continued to support the TASC (Therapeutic Academic Support Center) program that began at the start of 2022-2023 school year. The program was designed to assist students who exhibit significant social and/or

emotional stress, are returning from full or partial hospitalizations, have a history of school avoidance, or have mental health concerns that impact their learning. This center offered high school students with a supportive therapeutic environment by providing structured academic and emotional support within the course of a typical school day. This year the TASC team saw an increase in the need to provide some virtual support for students that were participating in partial or full hospitalizations, this allowed for a more seamless transition for many of these students back into the school community.

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

ORGANIZATIONAL VIABILITY:

Criterion 10 Finance

During the academic year 2023-2024, the organizational structure of the School experienced minimal change. Its academic success persisted, supported by the presence of five curriculum coordinators responsible for aligning and facilitating curriculum in each subject area, both vertically and horizontally. Additionally, the School ensured accessibility and support for students, teachers, and families through the presence of three assistant principals divided into K-4, 5-8, and 9-12 grade ranges. The School continues to be organized by level; Level I, K-2, Level II, grades 3 and 4, Level III, grades 5 and 6, Level IV, grades 7-8, and the high school, grades 9-12. Emphasizing the importance of personalized instruction, the School upheld its commitment to small class sizes and tailored teaching approaches across all levels.

The following five pages show the unaudited draft financial statements for the fiscal year ending June 30, 2024. These include the FY24 Statement of Net Assets (Balance Sheet), the FY24 Statement of Revenues, Expenses & Changes in Net Assets (Income Statement), and the School's FY25 Operating & Capital Budgets which was approved on May 9, 2024. The School's independent audit for the year ending June 30, 2024 will be completed and filed with the Department of Elementary and Secondary Education and the Commonwealth of Massachusetts State Auditor by November 1, 2024.

Unaudited Draft	Statement of Net Assets (Balance Sheet)	
	For the period ending June 30, 2024	
CURRENT ASSETS		
	Cash	\$8,155,641
	Deposits & Prepaid Expenses	257,953
	Accounts Receivable	18,928
	Grants Receivable (Includes NSLP & Regional Transportation)	<u>1,564,728</u>
Total Current Assets		\$9,997,250
Property & Equipment		
	Furniture & Equipment	\$632,416
	Technology	1,845,292
	Vehicles	343,974
	Building & Improvements	5,700,844
	Loan Fees-Old	17,100
	Accumulated Depreciation	<u>(5,037,744)</u>
Net Property & Equipment		\$3,501,882
Other Assets	Right to Use Assets	<u>\$10,240,890</u>
TOTAL ASSETS		<u>\$23,740,022</u>
CURRENT LIABILITIES		
	Accounts Payable & Accrued Expenses	\$1,733,437
	Due to Others	<u>161,426</u>
Total Current Liabilities		\$1,894,863
Long Term Liabilities	Lease Liabilities	<u>\$11,318,332</u>
Total Liabilities		\$13,213,195
Net Assets (Equity)	Retained Earnings	\$9,017,602
	Opening Balance Equity	209,579

	Temporarily Designated	17,756
Net Income/Loss	Net Income/Loss	<u>\$1,281,890</u>
Total Equity		<u>\$10,526,827</u>
TOTAL LIABILITIES & EQUITY		<u>\$23,740,022</u>

Unaudited Draft **Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)**
For the period ending June 30, 2024

	FY24 Budget	FY24 Projection
Ordinary Income/Expense		
Income		
4000 · Per Pupil Revenue	\$19,080,000	\$19,406,151
4005 · DOE Administered Grants	836,118	802,360
4030 · Other Revenue Sources (Program Fees)	1,445,750	2,084,948
4080 · Donations & Fundraising	14,500	22,129
4091 · Local Grants	34,000	26,696
4550 · Medicaid Reimbursement	30,000	27,000
4999 Insurance Proceeds	0	49,533
Total Income	\$21,440,368	\$22,418,817
Gross Profit		
Expense		
5999 · Salaries & Wages	\$13,840,759	\$13,560,576
6021 · Travel Exp-Staff & BOT (Travel and Mileage)	3,800	6,250
6026 · Employee Fringe Benefits	1,621,869	1,553,841
6029 · Payroll Taxes	442,000	333,900
6036 · Professional Development	75,228	175,398
6100 · Rent/Lease (Rent/Lease)	16,000	19,930
6101 · Real Estate Taxes	1,200	4,219
6130 · Utilities (Utilities)	242,624	200,716
6140 · Maintenance Contractor	314,300	372,074
6150 · Maintenance Supplies/Materials	37,000	35,139
6210 · Insurance (Insurance)	75,000	77,658
6220 · Office Supplies (Office Supplies)	45,000	38,689
6240 · Advertising	20,250	9,094
6250 · Postage and Delivery (Postage and Delivery)	4,900	4,435
6260 · Printing and Reproduction (Printing and Reproduction)	500	3,881
6270 · Copiers Leases/ Maintenance	58,216	66,849
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	131,000	129,058
6510 · Transportation	1,551,500	1,460,226
6520 · Field Trip Expense	37,740	55,328
6530 · Academic Supplies	357,087	263,235
6540 · Service Contractors-Instruction	130,100	84,936
6561 · Technology	214,513	204,476
6562 · Furniture & Equipment Expense	7,800	9,026
6570 · Library/Materials & Software	1,500	537

6800 · School Events/Board Retreats	206,100	530,561
6850 · Interest Expense (Interest Expense)	554,640	554,906
6870 · Awards, Fellowships & College	2,500	2,000
6900 · Depreciation Expense (Depreciation Expense)	390,000	388,660
6901 · Amortization Expense	1,014,468	1,014,468
7004 · Bad Debt Expense (Bad Debt Expense)	1,000	0
Total Expense	\$21,398,594	\$21,160,066
Net Ordinary Income	\$41,774	\$1,258,751
Other Income & Expenses		
Other Income		
4097 In-Kind Donated Equipment	0	\$23,139
Total Other Income & Expenses	0	\$23,139
Net Income	\$41,774	\$1,281,890
Quasi Cash Calculation		
Add back depreciation	\$390,000	\$388,660
Add back difference between operating lease payments/amort. & int	120,008	120,008
Subtotal add backs	\$510,008	\$508,668
Less Capital Technology	\$(115,373)	\$(155,990)
Less Capital Equipment	(88,420)	(120,624)
Less Leasehold Improvements	(179,628)	(45,621)
Subtotal Capital Expenditures	\$(383,421)	\$(322,235)
Net Cash Effect	\$168,361	\$1,468,323

FY25 SSCPS Operating & Capital Budget-Approved by BOT May 9, 2024

	<u>Budget</u>
Ordinary Income/Expense	
Income	
4000 · Per Pupil Revenue	\$19,843,080
4005 · DOE Administered Grants	647,799
4030 · Other Revenue Sources (Program Fees)	1,959,300
4080 · Donations & Fundraising	10,000
4091 · Local Grants	25,500
4550 · Medicaid Reimbursement	30,000
Total Income	\$22,515,679
Gross Profit	\$22,515,679
Expense	
5999 · Salaries & Wages	\$14,222,149
6021 · Travel Exp-Staff & BOT (Travel and Mileage)	1,200

6026 · Employee Fringe Benefits	2,136,921
6029 · Payroll Taxes	420,000
6036 · Professional Development	64,043
6100 · Rent/Lease (Rent/Lease)	274,432
6101 · Real Estate Taxes	5,800
6130 · Utilities (Utilities)	263,061
6140 · Maintenance Contractor	398,500
6150 · Maintenance Supplies/Materials	38,000
6210 · Insurance (Insurance)	86,000
6220 · Office Supplies (Office Supplies)	43,750
6240 · Advertising	17,200
6250 · Postage and Delivery (Postage and Delivery)	5,000
6260 · Printing and Reproduction (Printing and Reproduction)	1,200
6270 · Copiers Leases/ Maintenance	59,250
6280 · Profess. Fees-Bus/Fin/HR/Leg (Professional Fees)	138,235
6510 · Transportation	1,587,000
6520 · Field Trip Expense	6,000
6530 · Academic Supplies	187,458
6540 · Service Contractors-Instruction	82,100
6561 · Technology	189,241
6562 · Furniture & Equipment Expense	12,500
6570 · Library/Materials & Software	1,500
6800 · Food Services/School Events/Board Retreats	532,500
6850 · Interest Expense (Interest Expense)	516,514
6870 · Awards, Fellowships & College	2,500
6900 · Depreciation Expense (Depreciation Expense)	400,000
6901 · Amortization Expense	802,784

Total Expense

\$22,494,838

Net Ordinary Income

\$20,841

Net Income

\$20,841

Quasi Cash Calculation

Add back depreciation	\$400,000
Add back difference between operating lease payments/amort. & int	<u>93,396</u>
Subtotal add backs	\$493,396
Less Capital Technology	(\$144,708)
Less Capital Equipment	(126,000)
Less Capital Vehicles	(12,000)
Less Leasehold Improvements	<u>(110,000)</u>
Subtotal Capital Expenditures	(\$392,708)

Net Cash Effect

\$121,529

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	1,075
Number of students upon which FY25 budget tuition line is based	1,065
Number of expected students for FY25 first day of school	1,065
Please explain any variances: <i>We budget conservatively each year for 10-15 fewer students than expected.</i>	

FY25 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 33,893 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 to meet the needs of our school community, including an auditorium, physical education areas, athletic fields, dining areas, and learning spaces. 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	Research Phase	100 Longwater	TBD	\$320,000	TBD
HVAC Heat Pump Replacement	In progress & ongoing	100 Longwater	As needed	\$50,000	Capital Budget
Make-Up Air Unit Replacement	Begin FY25 & ongoing	100 Longwater	As needed	\$50,000	Capital Budget
Bathroom Renovations	On Hold until funding	100 Longwater	TBD	\$180,000	TBD
Roof Repairs	FY25 Begin	100 Longwater	Summer/Fall 2024	\$40,000	Capital Budget
Fire Protection Panel Upgrade	In progress	100 Longwater	Began Summer 2023/Fall 2024	\$70,000	Capital Budget & Cash Reserves
Flooring Replacement Project	In progress	100 Longwater	Summer 2024	50,000	Capital Budget
Exterior site work: Repaving parking lot, driveway, relining and replacing curbing. Reconfigure and upgrade play areas.	Research phase	100 Longwater	Summer 2025	\$250,000	Capital Budget & Cash Reserve
New Carpet & Walk Off Entry Mats	On Hold	100 Longwater	TBD	\$36,970	Capital Budget

New Gym Flooring & Gym Curtain	On Hold	104 Longwater 700 Longwater	TBD	\$50,000	TBD
Transportation - The school seeks to replace current aging vehicles (school vans, school bus, & school maintenance truck)	Research Phase	N/A	TBD	\$500,000	TBD/Financing
LONG RANGE CAPITAL PLANNING					
Long range goal of purchasing/leasing 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 2023-24

Faithfulness to Charter

	2023-24 Performance M (Met) NM (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.	M	All SSCPS students participated in Projects and Workshops. 610 out of 645 or 95% of students in grades 5-12 earned a grade of 80% or better in their Project/Workshop courses.
Measure: Annually, 90% of students leaving a Level will successfully complete the internal and external performance evaluations that are outlined in the <u>Exit Standards</u> for that Level.	M	Over 90% students leaving Level I, II, III, IV, and the High School have met the academic standards set for the 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.	M	All SSCPS students participated in inclusion classes. At the high school this year 82 out of 161, or 51%, of high needs high school 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.	NM	The School met parts of this measure. At the high school level 90% of students reported that SSCPS is a safe learning environment, meeting the measure while in grades 5-8, 88% of students reported feeling emotionally and physically safe falling just short of the measure. 87% of students reported that they were able to identify an adult at school they are comfortable talking to when they are struggling. 401 out of 645 students or 62% responded to the survey.

Objective: SSCPS students will all participate in age-appropriate levels of community service both at school and within their home communities.		
Measure: Annually, 75% of Projects and Workshops will engage in community service over the course of the school year.	M	This year 43 out of 56 or 78% of Projects and Workshops participated in community service over the course of the year.
Measure: Annually, 90% of all students will meet the community service requirement.	NM	SSCPS launched a new digital collection tool for community service hours which was sent to families weekly. Although this measure improved, the tool was not used by all students and their parents across grade levels making it difficult to determine if the measure was met. The School will increase communication for data collection in 2024-2025.
Objective: SSCPS will support college and career readiness through internship opportunities and college level academics.		
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.	M	All graduating students either participated in an internship or completed an Independent Study project.
Measure: 30% of graduating Seniors will earn a score of 3 or higher on at least one Advanced Placement exam.	M	Twenty-nine out of 69 or 42% of graduating Seniors earned a score of 3 or higher on at least one Advanced Placement exam prior to graduation.
Measure: 90% of SSCPS students will participate in the SAT exam. In the aggregate, SSCPS students meet or exceed state averages on the SAT.	M	76 out of 78 or 97% of eleventh grade students participated in the SAT. The mean total score for SSCPS students was 972. The state average was 971 and the national average was 952.
Objective: SSCPS will have an integrated K-12 academic program within a culture of continuous instructional improvement.		
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.	M	Teachers met weekly by department and bimonthly by Level to assess student learning and identify learning gaps in need of remediation. K-4 teachers met weekly by grade level with a focus on the implementation of new curriculum. A significant portion of the professional development time embedded in the school year in monthly half days was dedicated to analyzing assessment data, prioritizing standards, and planning for student interventions. The time that teachers spent in professional development exceeded 30 hours.
Measure: 75% of Projects and Workshops will engage in multi-grade level activities over the course of the school year.	M	Forty-four out of 56 or 79% of Projects and Workshops participated in multi-grade level activities. These activities included performances, presentations, and mentoring relationships that spanned grades K-12.

Dissemination

	2023-2024 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.	M	Faculty members from across grade levels and departments worked to disseminate aspects of the SSCPS model by participating in several working groups, corresponding with districts and other charter schools, and presenting at conferences. The number of staff members participating in dissemination exceeded five.
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.	M	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. Other members of the Learning Services team collaborated with other sending districts and charter schools through working groups.
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.	NM	This conference was not held during the 2023-2024 school year. Instead, the School continued participating in the Teacher Diversification Professional Learning Community for the third year.

APPENDIX B: Recruitment and Retention Plan 2024-2025

South Shore Charter Public School Recruitment Plan 2024-2025
2023-24 Implementation Summary:
<ul style="list-style-type: none"> ● The South Shore Charter Public School actively seeks students from a wide range of socio-economic, linguistic, and cultural backgrounds. ● The School recruits prospective students from all twenty-six designated sending districts, except Randolph, as per a DESE directive issued in February 2021. ● As a direct consequence, the school now receives the third highest number of applications from Randolph, dropping from the second highest two years in a row. ● This year the South Shore Charter Public School received the highest number of applications from Brockton (165), the second highest number from Weymouth (155), and the third highest number of applications from Randolph (100). ● For the second year in a row, Brockton has replaced Weymouth as the sending district with the highest number of applications, a status held for over ten years. ● The School has leveraged CHART data to inform its recruitment strategies, focusing on successful approaches. ● Over the past two years, the most successful recruitment tool has been the regional transportation initiative. ● Past strategies continue, including using social media and online methods to engage communities and learners. ● Legacy direct marketing by postcard continues to be used. ● To simplify the enrollment process, the School's website offers easy-to-follow instructions with translation options as well as in-person assistance. ● The Weekly Update newsletter, shared on social media, serves as a means to reach a wide audience, including prospective families, and is accessible in multiple languages.
General Recruitment Activities for 2024-2025

- Beginning on November 1, the School actively recruited new families throughout the South Shore for the upcoming school year.
- The School hosted 225 visitors to 100 Longwater Circle and 71 visitors to 700 Longwater Drive for the November Open House.
- During January and February the School welcomed 72 students and family members during the *Talk to us Tuesday* sessions.
- Prospective students and their families were able to visit campus during the day while school was in session, tour the hallways and classrooms while classes were in session, and meet students and teachers.
- In addition to targeted admissions events, the school community and current families have shared their experiences at South Shore Charter with others spreading the word and supporting our mission.
- The South Shore Charter received 756 applications, 14 more than last year, for 97 openings at the Enrollment Lottery.
- 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 2024-2025 academic school year include:

1. One Open House event in November
2. *Talk to us Tuesday* events in January and February
3. Targeted use of local online and print media through the Patriot Ledger and the Brockton Enterprise including 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

Recruitment Plan – 2024-25 Strategies

Special Education Students/Students with Disabilities

<p>(a) CHART data</p> <p>School percentage: 21.6%</p> <p>CI percentage: 15.4%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p>Met 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>CI percentage: 9.0%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <p>Met 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
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	<ul style="list-style-type: none"> ● Maintain website to ensure translation abilities ● Continue to use and update format of school newsletter that is able to be translated into multiple languages
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Low Income/Economically Disadvantaged

<p>(a) CHART data</p> <p>School percentage: 32.7</p> <p>CI percentage: 34.1%</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● Increase website accessibility and electronic application process at school and during open house event ● Transportation options have been increased as the school now provides regional transportation at no cost to families ● Establish a parent committee to address school transportation ● 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) 2023-24 Additional Strategies</p> <p>Did not meet CI: additional and enhanced strategies needed.</p> <ul style="list-style-type: none"> ● Regional bus transportation will continue to be provided for all students residing in the School’s sending districts with afternoon stops at daycares and afterschool centers ● Hold school-wide recruitment event(s) in sending districts with higher low income/economically disadvantaged student populations
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2023-24 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 ● Continue to promote the school as inclusive at all enrollment events and online
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) Continued 2023-24 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><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) Continued 2023-24 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 2023-2024

<p style="text-align: center;">2022-23 Implementation Summary</p> <ul style="list-style-type: none"> ● The South Shore Charter Public School experienced a decreased rate of attrition in 2024; from 9.0 in 2023 to 8.2 in 2024. ● The retention rate of the South Shore Charter Public School is 91.8. ● The School has met its annual goal for student retention. ● The School identified transportation as the number one reason for student withdrawal. In the FY22 data provided by the SSCPS Admissions Office, out of the 142 students confirmed to not be returning or those that withdrew, 21 percent indicated lack of transportation. ● South Shore Charter is pleased with the decreased rate of attrition following the implementation of the transportation program and for the second year has received positive feedback from families through surveys and focus groups during the winter and spring of 2024. ● South Shore Charter will continue to provide an extensive range of academic programs and extracurricular activities to involve and motivate all students to sustain enrollment. These additional educational services comprise tutoring sessions before and after school,
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enhanced support services during the summer, free tutoring for students facing academic challenges, accelerated programs for students performing at or above grade level, and extended day opportunities.

- Students will continue to have the opportunity to engage in after-school sports and participate in music programs before school.
- The student to teacher ratio and class size remains low; and class sizes of six to ten students for at-risk populations. The student teacher ratio will remain low averaging 10.6 to 1. This was identified as a positive reason for retention during family focus groups.

Overall Student Retention Goal

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

Annual goal for student retention (percentage):

90%

Retention Plan – 2024-25 Strategies

Special Education Students/Students with Disabilities

(a) CHART data

School percentage: 7.7%
Third Quartile: 9.7%

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

(b) Continued 2023-24 Strategies

Below third quartile: no enhanced/additional strategies needed

- Encourage families of accepted students to meet with school administration to review and plan for IEP needs before the first day of class
- Continue to use strategies, including school wide professional development to include:
 - Increased differentiation within the classroom
 - Developing the inclusive classroom with individual student needs
 - Target assistive technology to improve student development
- Continue RTI at all grade levels
- Small class size for all students
- Three Student Support Teams that identify and support at-risk students
- Data teams and a system of data meetings that identify at risk students and devise interventions, including reading intervention
- Increase summer support services available for students
- Student to student mentoring programs across grade levels
- Provide students with disabilities a full range of targeted services necessary to ensure achievement
- 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, SEPAC, 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 and support SEPAC initiatives

Limited English-Proficient Students/English Learners

(a) CHART data

School percentage: 7.5%
Third Quartile: 13.8%

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

(b) Continued 2023-24 Strategies

Below third quartile: no enhanced/additional strategies needed

- 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
- 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 align="center">(c) 2022-23 Additional Strategy(ies), not needed but added to improve EL retention</p> <ul style="list-style-type: none"> ● Continue ELPAC to increase opportunities for family involvement
Low Income/Economically Disadvantaged	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.9% Third Quartile: 10.5%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p align="center">(b) Continued 2023-24 Strategies</p> <p>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 all 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 ● Continue year 3 of providing regional transportation for all families at no cost
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● Professional development targeted toward increased differentiation within classrooms and virtual student outreach ● Continued use of supportive 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 ● Data teams and a system of data meetings that identify at-risk students and devise interventions
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2023-24 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 ● Sustain TASC program, established in August 2022, for at risk-students

<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2023-24 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 • Sustain TASC program, established in August 2022, for at risk-students
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Appendix C: School Data Tables
Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER FOR THE 2023-2024 ACADEMIC YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Alicia Savage	Executive Director	7/1/2010	Current
Angie Pepin	K-12 Principal	7/1/2018	Current
Matthew Tondorf	Director of Learning Services	9/1/2011	Current
Pamela Algera	Director of Admissions	7/1/2020	Current
Kristine Bingham	Director of Finance & Human Resources	4/17/2000	Current
Ralph deGennaro	Director of Research, Information, Technology & Communication	8/15/2011	Current
Wayne Heuer	Director of Facilities	10/8/2018	Current
Sheina Prince	Civil Rights Coordinator & Reading Teacher	8/1/2022	Current
John Toland	K-4 Interim Assistant Principal	8/1/2022	Current
Jean-Paul Marcellus	5-8 Assistant Principal & High School Athletic Director	8/1/2022	Current
Christophe Teulet-Cote	High School Assistant Principal	8/1/2022	Current
Jamie Allen	5-12 Interim Science Curriculum Coordinator	8/1/2021	Current
Hanora Broderick	K-12 ELA Curriculum Coordinator	8/1/2018	Current
Donika Darabus	K-12 Math Curriculum Coordinator	8/1/2021	Current

Haley Edmondson	K-12 World Language Curriculum Coordinator	8/1/2019	Current
Kristen Mullin-Connolly	K-12 History Curriculum Coordinator	8/1/2018	Current

Teacher and Staff Attrition for the 2023-24 School Year				
	Number employed as of the last day of the 2023-24 school year	Number of departures during the 2023-24 school year	Number of departures following the end of the 2023-24 school year through July 31st	Reason(s) for Departure (Ex: resigned, terminated, retired, contract not renewed, etc.)
Teachers	109	7	9	3 Teachers retired, 3 resigned to take positions in other districts, 4 resigned for personal reasons, 2 terminated, and 4 contracts were not renewed
Other Staff	71	3	4	1 Faculty member retired, 4 resigned due to personal reasons, and 2 resigned to attend college

Information About The Board of Trustees

Board Membership During the 2023-24 School Year					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)	Final year of service possible based on term limits in bylaws
Tiffany Brown Grier	Trustee	Development Personnel	1 three-year	07/21-06/24	2030
Raeven Charles	Trustee Student Rep	Ad Hoc Field Trip	1 one-year	09/23-06/24	2024
Kaitlyn Cianelli	Trustee Faculty Rep	Ad Hoc Field Trip Ad Hoc Facilities	3 three-year	Resigned 06/30 07/22-06/25 07/19-06/22 07/16-06/19	2020
Tracy Deveau	Trustee Co-Chair Personnel	Development Personnel Ad Hoc Facilities	1 three-year	07/21-06/24	2030
Kiki Fluhr	Trustee Co-Chair Personnel	Development Personnel	2 three-year	Resigned 06/30 07/22-06/25 07/19-06/22	2028
Natacha Julien	Clerk Chair Governance	Governance Finance	1 three-year	07/20-06/23	2029
Jimmy Juste	Chair Ex Officio	All Committees	1 three-year	07/22-06/25	2031

Ken Poudrier	Treasurer Chair Finance Chair Ad Hoc Facilities	Finance Ad Hoc Facilities	2 three-year	07/22-06/25 07/19-06/22	2028
Andrew Sobers	Trustee	Finance Development	1 three-year	07/22-06-25	2031
Katy Sullivan	Trustee	Personnel Governance	1 three-year	07/23-06/26	2032
Kate Trowbridge	Trustee Faculty Rep	Ad Hoc Field Trip Governance	1 two-year	11/22-06/24	2026
Alisha Uhlenbrock-Furst	Trustee Chair Development	Development Finance	1 three-year	07/23-06/26	2032
Vincent Walsh	Vice Chair	Finance Ad Hoc Facilities	2 three-year 1 one-year	07/21-06/24 07/18-06/21 12/17-06/18	2026

[Board of Trustee and Committee Meeting Notices](#)

Facilities

Address	Dates of Occupancy
100 Longwater Circle, Norwell, MA 02061	August 2023 - Present
104 Longwater Drive, Norwell, MA 02061	August 2011 - Present
700 Longwater Drive, Norwell, MA 02061	August 2016 - Present

Enrollment

Action	2025-2026 School Year Date(s)
Student Application Deadline	February 28, 2025
Lottery	March 7, 2025

Appendix E: Conditions, Complaints, and Attachments

[Board of Trustees Contact Information](#)

Complaints:

There were no parents, guardian, or any individuals or groups who filed a complaint with the South Shore Charter Public School Board of Trustees pursuant to 603 CMR 1.09.