



**Annual Report**  
*2023-2024 School Year*

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## INTRODUCTION TO THE SCHOOL

<b>Hill View Montessori Charter Public School</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location</b> (Municipality)	Haverhill
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	Haverhill
<b>Year Opened</b>	2004	<b>Year(s) Renewed</b> (if applicable)	2009; 2014; 2019; 2024
<b>Maximum Enrollment</b>	306	<b>Enrollment for 2023-24</b>	306
<b>Chartered Grade Span</b>	K-8	<b>Grade Span for 2023-24</b>	K-8
<b>Number of Instructional Days per School Year</b> (as stated in the charter)	180	<b>Students on Waitlist for 2023-24</b>	282
<b>Number of Instructional Days during the 2023-24 School Year</b>	180		
<b>School Hours</b> (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	8:40 am – 3:40 pm Monday - Friday	<b>Age of School in 2023-24</b>	20 Years
<b>Mission Statement:</b> The Mission of Hill View Montessori Charter Public School is to provide a grade K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal, and social achievement and so prepared, become constructive contributors to our community.			

# FAITHFULNESS TO CHARTER

## CRITERION 1: MISSION AND KEY DESIGN ELEMENTS

The mission of Hill View Montessori Charter Public School is to provide a K-8 public education that promotes academic excellence using the Montessori philosophy. In partnership with teachers and parents, children attain high levels of academic, personal and social achievement and so prepared, become constructive contributors to our community.

### Hill View Montessori's Key Design Elements

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

Following are HVM's core values, which represent the heart of our mission and vision:

- Core Value 1: Preeminent Public Montessori*
- Core Value 2: Holistic Student Development*
- Core Value 3: School-Strengthening Collaboration*
- Core Value 4: High Quality Staff*

### **Core Value 1: Preeminent Public Montessori**

Being a preeminent public Montessori school means that the Montessori philosophy and curriculum exists in all classrooms addressing the Massachusetts Frameworks/Common Core Standards. Currently, all levels (Kindergarten, Lower Elementary, Upper Elementary, Middle School) have alignment charts which document the blend of the Montessori and the Massachusetts Curriculum Frameworks/Common Core Standards. HVM continued its reading (DIBELS and Fountas & Pinnell BAS) and writing assessments three times during the school year. HVM also conducted four benchmark math assessments using the Star Math benchmark assessment.

In the area of personal and social achievement, HVM is also a model of preeminence. The focus on student's personal and social development is a profoundly important aspect of Montessori curriculum and educational program. In addition to the quantitative data presented on progress reports, there is an overwhelming amount of anecdotal data that emphasizes our success in this area. In particular, the majority of visitors to HVM comment on the calm and peaceful nature of our classrooms. Even various DESE staff that were involved HVM's three separate Tier Focused Monitoring activities (OLA, Special Education, ESSA/Title I) consistently remarked how noticeably positive, dedicated, engaged, and upbeat HVM teachers and staff are. People are also continually impressed with how engaged and self-directed our students are even in the youngest grades. Furthermore, when our students spend time in the community, people comment about their positive and productive behavior.

In the area of personal and social achievement, HVM's evidence-based Mindfulness program is also a model of preeminence. The focus on student's personal and social development is an important aspect of Montessori curriculum and is a focus of grades K-6. The School Social Worker, graduate-level Social Work Intern, and School Counselor presented mindfulness lessons to lower elementary and upper elementary classrooms. The Middle School advisory curriculum followed the guidelines provided in *The Advisory Book*. In addition to the quantitative data presented on progress reports, teachers collect anecdotal data that emphasizes student success.

### ***Core Value 2: Holistic Student Development***

HVM is committed to the development of the whole child and believes that it is principle to provide a holistic approach to education for children. Without feeling safe, understood, valued and able to make and grow from mistakes, children may learn skills but will not reach their full potential as critical thinkers and competent problem solvers. The Montessori learning environment promotes 21<sup>st</sup> century skills such as self-direction, teamwork, critical thinking and problem-solving skills in addition to students knowing themselves as learners. Students are involved in Practical Life activities that include care of themselves and their environment. Students at HVM are empowered to take ownership of their learning and their environment under the guidance of their teachers.

HVM employs a full-time Dean of Students, School Social Worker and School Counselor who provide support to students and families and to support students' emotional and social well-being. During the 2023-2024 school year, HVM also had one masters-level Social Work Intern. Services provided include in-class programs on mindfulness, various social-emotional learning skills/support groups, limited individual counseling, and proactive coordination with relevant agencies within the local community. In addition, HVM's School Psychologist works closely with the Special Education Team and the school staff to complete assessments and serve as an integral member for HVM's Student Success Team (SST) to make recommendations to support learners and teachers.

For the 2023-2024 school year, HVM employed a full-time Middle School Health and Wellness Teacher. The Health and Wellness Teacher worked primarily with Middle School students. HVM's Health and Wellness classes served as a vital and core subject in the Middle School. Lessons provided covered a variety of topics including (but not limited to) understanding mental health and mental illness, healthy relationships (classmates, friendships, familial, and romantic/intimate), coping skills and self-care, nutrition and fitness, online safety/cyberbullying, substance use prevention, and human reproduction and healthy human sexuality.

### ***Core Value 3: School-Strengthening Collaboration***

During the 2023-2024 school year, HVM continued to utilize its Student Support team (aka "Student & Family Resiliency Team"). The SST team consisted of the Executive Director (a former Social Worker), the Dean of Students (a licensed clinical social worker), the Executive Administrative Assistant, two bi-lingual administrative assistants, the EL teacher and program director, the School Nurse, the Speech & Language Pathologist ("Speech Therapist"), the School Social Worker, the School Counselor, and a Montessori Coach. The SST team serves as a highly proactive team that triages referrals from classroom teachers and provides a wide variety of personalized supports (academic, social-emotional, community-based), specialized interventions, and unique accommodations throughout the school year. Teachers and HVM staff were encouraged to contact the SST team or make a referral using the user-friendly Google form any time there is the smallest or simplest concern regarding (but not limited to):

- student or family engagement
- whenever a student displays inconsistent attendance
- if there is difficulty with communicating with a parent or caregiver or a parent or caregiver lacks communication resources
- if there are signs of emotional or psychological distress being displayed by a student or a caregiver
- if there are signs of physical distress being displayed by a student or caregiver
- if a student's participation in class suddenly becomes inconsistent or non-existent
- if there appears to be a language barrier impacting a student's or family's engagement

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

***Core Value 4: High Quality Staff***

In 2023-2024, 100 percent of the Kindergarten teachers were Montessori credentialed, 100 percent of the Lower Elementary teachers were Montessori credentialed, and 80 percent of the Upper Elementary teachers were Montessori credentialed.

HVM continues to be committed to employing teachers with Montessori training who also meet federal standards for highly qualified teachers. The school is currently paying for staff members to enroll in and attend Montessori Teacher training through a selection of Montessori teacher training programs. (Seacoast Montessori Teacher Training, provided on-site at the HVM school building began during summer 2019 and continued through the 2019-2020, 2020-2021, 2021-2022, and the 2022-2023 school years. There was no Seacoast Montessori Teacher Training program offered during Summer 2023 or during the 2023-2024 school year.) Upon completion of a Montessori teacher training program, HVM staff members receive their Montessori Level EC (ages 3-6), Montessori Level I (ages 6-9) and/or Montessori Level II (ages 9-12) certification.

HVM's contracted EL Consultant maintains her Montessori Primary (ages 3-6) Teacher certification and two of HVM's Special Education teachers possess Montessori Teacher certification. HVM's goal is to ensure all lead teachers are fully credentialed and mentored/coached in Montessori philosophy, pedagogy, and curriculum as well as all Massachusetts teaching requirements. HVM also aims to have as many Classroom Assistants as well as support staff Montessori trained and credentialed as possible.

***Amendments to the Charter***

There were no amendments to the charter during the 2023-2024 school year.

## Criterion 2: Access and Equity

### STUDENT DEMOGRAPHIC INFORMATION

#### Enrollment by Race/Ethnicity (2023-24)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	6.9
Asian	0.0
Hispanic	38.5
Native American	0.0
White	47.4
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	7.2

#### Selected Populations (2023-24)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	16.8
English Language Learner	7.9
Low-income	42.1
Students with Disabilities	22.7
High Needs	58.6

**2022-23 Student Discipline Data Report**

<b>2022-23 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	314	4			
English Learner	24				
Economically Disadvantaged	139	2			
Students with Disabilities	73	3			
High Needs	199	3			
Female	157	1			
Male	157	3			
American Indian or Alaska Native					
Asian					
African American/Black	19				
Hispanic/Latino	116				
Multi-race, Non-Hispanic/Latino	18	1			
Native Hawaiian or Pacific Islander					
White	161	3			

HVM typically has a very small number of in-school or out-of-school suspensions. Any type of suspension is considered an action of last resort and is only used in response to an extremely egregious act of harmful or dangerous behavior.

The HVM Executive Director and Dean of Students meet weekly for approximately two hours to review and discuss all matters in the school and outside of the school. Included in the weekly discussion is a review and discussion of any student behavior that has moved beyond a Tier 2 Behavioral Response Strategy/Intervention. Beyond the weekly meetings, the Executive Director and Dean of Students meet on an emergency and/or as-needed basis to discuss if/when an in-school suspension or out-of-school suspension should be considered in relation to a high-level behavior situation. Prior to any in-school or out-of-school suspension potentially being given to a student, the Dean of Students will have communicated with (phone, text, Zoom, email) – and, ideally – met in-person with the student’s (or students’) parent(s)/caregiver(s). Typically, those meetings will also involve the student in question in order to receive their input, insight, and feedback.



Additionally, the Student Support Team (aka “Student Resiliency Team”) meets twice a month. This meeting includes the Executive Director, the Dean of Students, the School Social Worker, the School Counselor, and the Special Education Director. These meetings always focus on reviewing and discussing students displaying challenging behaviors, students that are displaying atypical behavior, and any information that the staff or team is aware of that could potentially inspire or explain escalating behavior (e.g., death in family, family or household dysfunction, parents/caregivers experiencing separation or divorce, new parent relationships, new baby/sibling, medication adjustments, illness, changes in friendship/social groups or romantic relationship, etc.). The goal of the Student Support Team/Resiliency Team meetings is to share information with key roles in the building, proactively address situations/relationships/behavior that could escalate to higher-level behavior, proactively communicate with a family or families to gather additional information or share concerns, and utilize Tier 1 and Tier 2 Behavior Response Strategies/Interventions so as to avoid having to utilize Tier 3 responses.

In all reviews, discussions, and considerations regarding a possible in-school or out-of-school suspension, the Executive Director and the Dean of Students weigh factors such as minority ethnicity, sex, gender, ED/low income, student disability (including information in a student’s IEP), family/household situation, age, etc.

In December and June, the Executive Director and Dean of Students conduct a formal review that is specific to in-school and out-of-school suspensions. The goal of the formal review is to determine how many in-school and out-of-school suspensions have been given, who has received the in-school and out-of-school suspensions, and if there are any inappropriate patterns to the suspensions or any implicit biases inadvertently shaping the decision to give or not give in-school or out-of-school suspensions to particular students.

The following is HVM’s Behavioral Response Strategies/Interventions process for all students:

#### **I. TIERED BEHAVIORAL RESPONSE STRATEGIES**

At Hill View Montessori Charter Public School, faculty and staff use the 4 R’s (Rules, Routines, Relationships & Regulation), the 4 Schoolwide Agreements (Be Safe, Be Respectful, Be Responsible, Be Kind), and routine classroom management strategies to prevent and respond to typical unwanted student behaviors.

#### **Tier 1 Strategies:**

*Tier 1 strategies help create a positive learning environment and typically meet the needs of 80-85% of students*

#### **Teacher options for responding to unwanted student behaviors at Tier 1 include:**

- Reminders of rules and expectations
- Redirection
- Repetition of instructions
- Diffusing phrases
- Encourage the student to use the Peace Corner space in the classroom
- Encourage the student to talk about their behavior. Often a simple question such as “What were you hoping to have happen?” can shed light on positive intentions gone wrong. A valuable teachable moment can follow.
- Encourage mindful breathing exercises
- Encourage win-win problem-solving

- Encourage basic peer conflict resolution (ex: an apology)
- Allow student to take a 2-minute walk, get a drink of water, or 'bring a note' to the office (*movement, change of scenery, distraction strategies*)

No need to call for outside help at this level.

### **Tier 2 Strategies**

*Tier 2 strategies should be focused on 10-15% of the student population that need more intensive supports than are provided in Tier 1 and/or a single incident requiring more intensive support.*

When Tier 1 strategies are not sufficient to meet the level of student need, HVM Educators aim to respectfully connect with the student, then use any of these options for responding to unwanted behaviors:

- Diffusing phrases
- Silence, time to make a better choice
- Natural consequences
- Assigned seating
- Restorative conflict resolution between peers
- Use of the Peace Corner or Amygdala Reset Space
- Private conference with teacher after class that allows sufficient time for processing the problem situation

Goal is to put together a Timeline of events to uncover the full set of circumstances, review new skills or replacement behaviors, and restore relationships if needed.

When problems consistently persist to this level, teachers should reach out to the student's caregivers. Phone contact is preferable to emails when discussing problem behavior.

If the student's behavior is aggressive, disruptive to the class, or doesn't respond to multiple re-directions, the lead teacher should ask the co-lead or assistant teacher to respond. If additional assistance is needed, please use the phone or walkie to call for help from Bridget (*School Counselor*) (K-3) or Carla (*Social Worker*) (Gr 4-8). If neither are available, please call for Ginger (*Dean of Students*).

Disciplinary options at this point may include:

- Logical consequences
- Loss of privilege
- THINK sheet
- Time away from peer group after incidents of aggression
- Scheduled, daily check ins, aimed at emotional regulation and prevention of problem behavior
- Contact with parents/family
- Student may be sent home for the day if aggressive or significantly disruptive behavior occurs; DOS needs to be consulted before initiating this intervention

### **Tier 3: Strategies**

*Tier 3 strategies should, on average, be focused on 5-10% of the student population that shows the most intensive needs for behavioral support and/or a single incident requiring intensive intervention.*

At this level, members of the Resiliency team may be actively involved in the student's daily activities and teachers should be in regular contact with the student's parents.

- Invite family in for a conference; Dean of Students should be included
- Use of the Amygdala Reset Space (ARS)
- Daily communication with families
- Behavior plan, including incentives
- Regular sessions with School Counselor/School Social Worker
- Schedule modifications
- Focused instruction on regulation strategies, peer interactions, social skills, etc.
- Referrals for outside counseling & psychological assessments
- In-school suspensions
- Out of school suspensions

## **II. MIDDLE SCHOOL SPECIFIC DISCIPLINE PROTOCOLS**

As our faculty prepares Middle School students for high school, HVM supplements the general Behavior Response Strategies/Interventions used in K-6 with the following protocols to address minor but repeated rule infractions:

"Minor" but repeated offenses include but are not limited to:

- Skipping class
- Arriving to class late/leaving a classroom without permission/not returning to the classroom in a timely manner
- Disrupting others from completing work
- Use of profanity and/or vulgar language
- Use of language that is homophobic or racially/culturally insensitive
- Incomplete schoolwork/assignments not turned in on time
- Needing multiple re-directions to follow school rules
- Unapproved use of cell phone during the school day

## CRITERION 4: DISSEMINATION

Using the table below, provide evidence of how the school has *shared innovative models for replication and best practices with other public schools in the district where the charter school is located* during the 2023-24 school year. Dissemination efforts may also include sharing innovative models and best practices with other schools, districts, and organizations beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate. Add rows as necessary.

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.)
Montessori Pedagogy and Montessori Instruction	At the annual MATSOL Conference (May 2024), an HVM teacher provided and facilitated the following workshop:  <i>The workshop explored the ways in which elements of the Montessori philosophy, such as peer learning, focusing on individualized instruction, and self-paced learning can be used to enhance instruction of multi-lingual learners. MLL students benefit from this adaptive approach,</i>	Lead Kindergarten Teacher	ESL teachers/school personnel from: <ul style="list-style-type: none"> <li>• Haverhill SD</li> <li>• Methuen SD</li> <li>• Marshfield SD</li> <li>• Whitman-Hanson Regional SD</li> <li>• Wellesley SD</li> <li>• Brookline SD</li> <li>• Everett SD</li> <li>• Gill-Montague Regional SD</li> <li>• Lawrence SD</li> <li>• Holliston SD</li> <li>• Bellingham SD</li> <li>• Littleton SD</li> <li>• Prospect Hill Academy Charter School</li> </ul>	<i>There was a particular focus for the attendees on which of the workshop's aspects make the most sense to enhance learning in more tradition schools, reminding attendees that they do not need to have a fully-equipped Montessori school to benefit from this innovative philosophy when working with ESL/MLL students.</i>

*whether by working at their own pace, exploring materials in a multi-sensory manner, or encouraging an environment of collaboration and cooperation among students. There was a particular focus on which of these aspects make the most sense to enhance learning in more tradition schools, reminding attendees that they do not need to have a fully-equipped Montessori school to benefit from this innovative philosophy. The workshop included some lecture information and collaborative work between participants, allowing attendees to explore concrete ideas that they can use in their own classrooms. (Workshop was approximately 45 minutes.)*

- MPS
- WHRSD

Pedagogy and Montessori Curriculum / Collaboration between public Montessori staff	Site Visits and Classroom Observations	Classroom teachers	River Valley Charter School, Mill Falls Charter School (NH), Cornerstone Montessori (NH)	Collaboration between HVM Lead Teachers and classroom faculty at other Montessori schools (both public and private)
Communities of Practice – MCPSA Capacity Building Network	Collaborative Zoom meetings with Charter School Administrators, specialized teams and MCPSA facilitators	Executive Director; SPED Director	Shared with Charter Schools across the state via Zoom and email communications	Enhanced school leadership skills, knowledge, and practice, Special Education intervention, as well as increased collaboration between charter school leadership staff and Special Education programs
Charter School Leadership	DESE PLC, Consultancies, training, workshops, seminars	Executive Director	Other charter school leaders and representatives from school districts (DESE PLC) via monthly Zoom meetings	Networking with MCPSA colleagues on best practices in Charter School leadership and school administration

# ACADEMIC PROGRAM SUCCESS

## CRITERION 5: STUDENT PERFORMANCE

### 2023 School Report Card

An example of how HVM uses disaggregated data to monitor progress and/or modify math instruction and/or provide tier 2 or tier 3 interventions in order to improve academic outcomes for all students and subgroups is the use of the Star Math Benchmark assessment. HVM administers the Star Math Benchmark assessment four times a year in grades 1-8. The example provided (*see Appendix E*) reflects the benchmark assessment administered for all 3<sup>rd</sup> grade students in 2023-2024.

In addition to the data that shows the percentage of all 3<sup>rd</sup> grade students scoring at the “*At/Above Benchmark*,” “*On Watch*,” “*Intervention*,” and “*Urgent Intervention*” levels, HVM is able to disaggregate the data to provide information about our EL students, our SPED students, our Low Income students, and our Hispanic students.

In the example provided, HVM administrators, classroom teachers, Title I Math intervention specialists, Special Education teachers, the EL teacher, and the Student Support Team are able to glean from the disaggregated data that:

- 33% of HVM’s EL students (1/3) were identified as needing Urgent Intervention for the first half of the school year, but that by the time of the third and fourth benchmark assessments, no EL students were in need of Urgent Intervention
  - A student identified as needing Urgent Intervention would immediately begin receiving Tier 2 Title I Math intervention support services (in the event that they were not previously receiving such supports) and the Title I Math specialist would collaborate with the EL teacher and the classroom teacher(s); additional, more intensive, progress monitoring would continue on a six-week basis
  
- 0% of HVM’s SPED students (0/4) were identified as needing Urgent Intervention at any time during the 2023-2024 school year
  
- 7% of HVM’s LI students (1/14) were identified as needing Urgent Intervention after the first benchmark assessment was administered, but the remaining three benchmark assessments indicated that 0% of LI students (0/15) were in need of Urgent Intervention
  - A student identified as needing Urgent Intervention would immediately begin receiving Tier 2 Title I Math intervention support services (in the event that they were not previously receiving such supports) and the Title I Math specialist would collaborate with the classroom teacher(s) and the Student Support Team; additional, more intensive, progress monitoring would continue on a six-week basis
  
- 0% of HVM’s Hispanic students (0/8) were identified as needing Urgent Intervention at any time during the 2023-2024 school year

**Note: Detailed information about the Star Math Assessment data for HVM's 3<sup>rd</sup> grade example is included in Appendix E.**

An example of how HVM uses disaggregated data to monitor progress and/or modify reading instruction and/or provide tier 2 or tier 3 interventions in order to improve academic outcomes for all students and subgroups is the use of the DIBELS Reading assessment. HVM administers the DIBELS Reading assessment three times a year in grades 1-6. The example provided (*see Appendix E*) reflects the DIBELS assessment administered for all 3<sup>rd</sup> grade students in 2023-2024.

In addition to the data that shows the percentage of all 3<sup>rd</sup> grade students scoring at the “*Low Risk*,” “*Some Risk*,” and “*At Risk*” levels, HVM is able to disaggregate the data to provide information about our EL students, our SPED students, our Low Income students, and our Hispanic students.

In the example provided, HVM administrators, classroom teachers, Title I Reading intervention specialists, Special Education teachers, the EL teacher, and the Student Support Team are able to glean from the disaggregated data that:

- 50% of HVM's EL students (1/2) were identified as being “*At Risk*” after the first DIBELS was administered assessing Word Reading Fluency and then 67% of HVM's EL students (2/3) were identified as being “*At Risk*” following the DIBELS assessment for Word Reading Fluency administered in the Winter and Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the EL teacher and the classroom teacher(s); additional, more intensive, progress monitoring would continue on a six-week basis
- 100% of HVM's EL students (2/2) were identified as being “*At Risk*” after the first DIBELS was administered assessing Words Read Correctly and then 67% of HVM's EL students (2/3) were identified as being “*At Risk*” following the DIBELS assessment for Words Read Correctly administered in the Winter and Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the EL teacher and the classroom teacher(s); additional, more intensive, progress monitoring would continue on a six-week basis
- 67% of HVM's SPED students (2/3) were identified as being “*At Risk*” after the first DIBELS was administered assessing Word Reading Fluency, then 50% of HVM's SPED students (2/4) were identified as being “*At Risk*” following the DIBELS assessment for Word Reading Fluency administered in the Winter, followed by an increase to 75% of HVM's SPED students (3/4) identified as being “*At Risk*” following the DIBELS assessment for Word Reading Fluency administered in the Spring
- 100% of HVM's SPED students (3/3) were identified as being “*At Risk*” after the first DIBELS was administered assessing Words Read Correctly and then 75% of HVM's SPED students (3/4) were identified as being “*At Risk*” following the DIBELS assessment for Words Read Correctly



administered in the Winter, followed by a decrease to 25% of HVM's SPED students (1/4) identified as being "At Risk" following the DIBELS assessment for Words Read Correctly administered in the Spring

- 29% of HVM's LI students (2/7) were identified as being "At Risk" after the first DIBELS was administered assessing Word Reading Fluency, and then 13% of HVM's LI students (2/18) were identified as being "At Risk" following the DIBELS assessment for Word Reading Fluency administered in the Winter, followed by an increase to 19% of HVM's LI students (3/16) identified as being "At Risk" following the DIBELS assessment for Word Reading Fluency administered in the Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the classroom teacher(s) and the Student Support Team; additional, more intensive, progress monitoring would continue on a six-week basis
  
- 43% of HVM's LI students (3/7) were identified as being "At Risk" after the first DIBELS was administered assessing Words Read Correctly and then 38% of HVM's LI students (6/16) were identified as being "At Risk" following the DIBELS assessment for Words Read Correctly administered in the Winter, followed by a decrease to 19% of HVM's LI students (3/16) identified as being "At Risk" following the DIBELS assessment for Words Read Correctly administered in the Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the classroom teacher(s) and the Student Support Team; additional, more intensive, progress monitoring would continue on a six-week basis
  
- 13% of HVM's Hispanic students (1/8) were identified as being "At Risk" after the first DIBELS was administered assessing Word Reading Fluency, and then 25% of HVM's Hispanic students (2/8) were identified as being "At Risk" following the DIBELS assessment for Word Reading Fluency administered in the Winter and again in the Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the classroom teacher(s) and the Student Support Team; additional, more intensive, progress monitoring would continue on a six-week basis
  
- 38% of HVM's Hispanic students (3/8) were identified as being "At Risk" after the first DIBELS was administered assessing Words Read Correctly and then 50% of HVM's Hispanic students (4/8) were identified as being "At Risk" following the DIBELS assessment for Words Read Correctly administered in the Winter and again the Spring
  - A student identified as being At Risk would immediately begin receiving Title I Reading intervention support services (in the event that they were not previously receiving such supports) and the Title I Reading specialist would collaborate with the classroom

teacher(s) and the Student Support Team; additional, more intensive, progress monitoring would continue on a six-week basis

**Note:** Detailed information about the DIBELS data for HVM's 3<sup>rd</sup> Grade example is included in Appendix E.

## **CRITERION 6: PROGRAM DELIVERY**

*Describe evidence of how the school delivered a high-quality academic program that met the needs of all students during the 2023-24 school year.*

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

HVM teachers incorporate the Writing Strategies and Literacy Strategies as provided by Literacy Strategies Consulting based on the research and work of Jennifer Serravallo into their Montessori writing lessons to strengthen the student's writing conventions, organization, word choice, ideas, sentence fluency and voice. Rubrics are used to self-evaluate and assess their writing. Through this program as well as the Montessori grammar lessons, the student is able to develop a strong foundation for written expression. Using Jennifer Serravallo's literacy (reading and writing) strategies supports HVM's goal of delivering consistent instruction and content while developing a stronger foundation of phonemic awareness, phonological knowledge, and basic reading skills for students in kindergarten through third grade. This structured literacy program fits well with the Montessori literacy materials and the Science of Reading as well as evidence-based grammar methodology and materials. Teachers have the opportunity to present reading lessons in whole group, small group or individually.

The HVM Lower Elementary and Upper Elementary teachers have collaboratively focused on improving the delivery of math instruction, personal and professional application of math knowledge, and in-depth exploration of, and practice with, word problems. HVM's Lower Elementary and Upper Elementary fully implemented a new scope and sequence in support of the Charter School's math instruction. Additionally, during collaborative, multi-disciplinary, team meetings and in reference to Massachusetts Curriculum Frameworks Standards, teachers identified students for strengths and weaknesses to be addressed. They designed lessons and activities to address those standards and increased the amount of time and focus on math vocabulary. Instruction focused on: math "open response" lessons and activities in the area of number sense; restating the problem; showing work in the form of a diagram, table, equation or expression; and, explaining and giving the solution statement.

The math intervention program provided by HVM's Title I Math Specialists continued this year. Students were supported with additional math lessons in whole and small groups for additional practice in understanding the application of mathematical concepts and activities to deepen student knowledge.

Advisory groups at the Middle School level were facilitated by the five Middle School subject teachers (ELA, Science, Math, Humanities, Health & Wellness). The Advisory groups served to support social and

emotional learning of HVM’s middle school students. *The Advisory Book: Building a Community of Learners Grades 5-9* by Linda Crawford was used to facilitate advisory lessons and discussions.

HVM professional educators work collaboratively to assess students’ academic needs through observations, work samples, specialized portfolios, and school-wide assessments such as DIBELS, the Fountas & Pinnell Benchmark Assessment System (BAS) and the Renaissance Learning Star Math Benchmark Assessments. HVM classroom teachers and support teachers continued to employ strategies focusing on delivering improved literacy instruction, developing higher-level reading comprehension, writing skills, and vocabulary building. HVM teachers utilized spring, fall, and winter BAS data to formulate reading groups and to provide individualized and group instruction in reading comprehension. Furthermore, HVM classroom teachers and support teachers continued to employ strategies focusing on delivering improved Math instruction, developing higher-level Math skills-based learning, word problem skills, and Math vocabulary building. HVM teachers utilized data from four Star Math benchmark assessments to make adjustments to their classroom-based math instruction and personalized accommodations for specially-identified “at risk” students.

HVM continues to provide the Wilson Reading System language-based program to meet the individual need of select Special Education students. The Wilson Reading System program supports development of language and learning skills that focus on reading skills, written expression, spelling, oral expression, and vocabulary. Oral and written language remediation is provided through integrated curriculum to reinforce the relationship between listening, speaking, reading, and writing for students. HVM strives to empower students to become independent learners and develop appropriate skills to function successfully in the classroom.

During the 2023-2024 school year, HVM staff engaged in intensive bi-monthly whole group and small group professional development in the area of learning and understanding math competently and confidently. This professional development was facilitated by Mike Hayes and Joe Agron from Summit View Learning ([Summit View Learning](#)). Additionally, a select group of HVM teachers engaged in intensive monthly whole group and small group professional development in the area of understanding reading instruction delivery competently and confidently. This professional development was facilitated by Leah Steiner from [Literacy Strategies Consultants](#).

During the 2023-2024 school year, professional development for teachers and staff included:

- The Learning and Understanding of Mathematics and How to Teach It
- Montessori and the Science of Reading
- Reading Acceleration Pathway Community of Practice
- Montessori Assistant Toolkit: Elementary Edition 6-12
- Five Best Practices for Math Instruction
- Motivation in Mathematics
- Engaging the Learning Brain
- Wilson Reading System Training and Certification
- Bullying Prevention: Recognition and Response
- Child Abuse Mandated Reporter training
- CIPA: Compliance with the Children’s Internet Protection Act
- Concussion Awareness
- Cultural Competence and Racial Bias
- Cyberbullying

- De-Escalation Strategies
- Discrimination Awareness in the Workplace
- Diversity Awareness: Staff-to-Student
- First Aid
- General Ethics in the Workplace
- Head Lice
- Health Emergencies: Life Threatening Allergies
- Making Schools Safe for LGBT Students
- Medication Administration: Epinephrine (EpiPen) Auto-Injectors
- Sexual Harassment: Staff-to-Student
- Sexual Harassment: Student Issues & Response
- Sexual Misconduct: Staff-to-Student
- Student Mental Health
- Youth Suicide: Awareness, Prevention, and Postvention
- MCAS Administration training and security requirements

The Montessori philosophy recognizes the strengths and challenges of each individual and focuses on individualized differentiated instruction. If students are in need of additional support, the classroom teacher (or any staff member) makes a referral to the Student Success Team (“SST Team”). The SST Team (also known in the building as the “Student & Family Resiliency Team”) consists of: Executive Director, Montessori Pedagogical Coaches, four Special Education Teachers and the Special Education Director, Staff Speech and Language Pathologist (“Speech Therapist”), School Nurse, School Psychologist, EL Teacher, School Social Worker, School Counselor, both of HVM’s Title I Math Intervention Specialists, and both of HVM’s Title I Reading Intervention Specialists. During the 2023-2024 school year, the SST Team convened immediately whenever an SST referral was submitted by an HVM teacher or staff member. The standard goal is to review classroom evidence, gather assessment data, and discuss possible interventions to be implemented in support of the referred student. Classroom teachers are encouraged to make modifications to their instructional delivery and/or methods to accommodate the needs of the child. The SST Team monitors the progress of students every 6-8 weeks following a referral throughout the school year. This data is used to identify students for services in HVM’s targeted Title I Reading and/or Title I Math programs. On some occasions, the data reviewed regarding a particular SST Team referral result in a direct referral for a formal Special Education evaluation. Progress monitoring of students in intervention programs is documented approximately every six weeks. Ongoing data is used to arrange reading groups, teach particular literacy skills, vocabulary skills, comprehension, problem-solving strategies, social skills groups, “lunch bunch” support groups, or community-based services and supports. During the 2023-2024 school year, 17 students were referred to the SST Team for review, intervention, support, and/or referral.

Additionally, HVM’s Special Education Teachers and Special Education Director were responsible for facilitating all initial, annual, and reevaluation IEP meetings for students in grades K-8. Currently, HVM supports approximately 73 students on IEPs. HVM supports approximately 14 students with 504 Plans. In conjunction with the Special Education Director, caseloads averaged approximately 16-18 students. Special Education staff were responsible for developing annual goals and objectives, implementing the service delivery, and writing progress reports each trimester. The School Social Worker and School Nurse were responsible for writing and implementing the 504 Plans. HVM employs a full-time, salaried Speech and Language Pathologist (“Speech Therapist”). HVM contracted for services for those students in need of Physical Therapy and Occupational Therapy via Northeast Rehabilitation.

HVM's Executive Director served as the official EL and Title I Coordinator for the school, working closely with the EL team and the Title I Math and Reading intervention services teams. In this capacity, they collaboratively oversaw the Title I program and EL program. The EL teacher implemented and monitored progress of 24 students in grades K-8. The results of the ACCESS for ELLs WIDA report indicated consistent progress with many EL students meeting proficiency levels between 3-6 in the Listening, Speaking, Reading, and Writing Language domains. The targeted Title I programs offered intervention in Reading and Math for students at any grade level to reduce deficits and to support teachers with instructional and engagement strategies. HVM has four Title I Specialists: two providing Reading intervention support and two providing Math intervention support with children in the Lower Elementary, and Upper Elementary. HVM's two Middle School Math teachers also provide additional Math intervention support to 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. The Title I Specialists work closely with the classroom teachers to bridge and reinforce the skills and strategies delivered by the classroom lead teacher. In addition, they work with small groups of students to hone in on specific Reading and Math skills for each child's needs. This year, approximately 127 students received some level of Title I Reading and/or Math support. Presently, 90% of our instructional staff have completed the Sheltered English Immersion (SEI) course. (The remaining staff are scheduled to complete their SEI courses during the 2024-2025 school year.)

During the 2023-2024 school year, a point of emphasis at HVM continued to be recognizing, identifying, responding to, and addressing "unfinished learning" in our students who continue to feel an impact on their learning from the pandemic years, with a focus on providing accelerated "just-in-time" scaffolding approach to personalize instruction and help students master specific academic tasks, skills, and/or concepts. HVM conducted its Reading (F & P) and Math (Star) benchmark assessments beginning in mid-September rather than waiting until mid-October, which is typically customary in a Montessori school. These formal assessments – combined with the standard daily and weekly informal observations and assessments conducted by our Montessori teachers and coaches -- served to determine which students needed extra help and which ones will need to be challenged to move faster or deeper. Understanding that a Lower Elementary third grader might have been working at a second grade level, for instance, allowed classroom staff (Lead Teachers, Classroom Assistants) and our Title I intervention services teams to review content and standards one grade level below and formulate a Montessori-driven curriculum plan to address potentially missed content.

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

The Montessori pedagogical philosophy emphasizes meeting children where they are, so our accelerated learning process did not involve squeezing intensive learning into a few days or even a few weeks. Rather, HVM students continued to be supported and guided towards mastering academic skills and concepts every day over a reasonable span of time. Even when accelerated learning is involved, the key is to space learning practice out over multiple shorter sessions, rather than attempting to cram a lot of instruction and content into one long session. As with all learning, catching students up on their "unfinished learning" requires time for students to "forget" in between sessions. This results in deeper learning when the instruction is repeated later and the academic content is encountered or experienced again.

Furthermore, decades of research continue to demonstrate that all learning is grounded in a student's social-emotional experience of themselves, their teacher(s), and their classroom and school community. Redoubling efforts to recognize and support social-emotional learning always produces positive outcomes in students' relationships, attitudes, behavior, and academic performance. The lingering persistent and ubiquitous global and personal trauma of the COVID-19 pandemic that dramatically impacted the 2020-2021 and 2021-2022 school years continued to make it urgent for HVM to prioritize its students' social-emotional learning experience during the 2023-2024 school year. Crucial to supporting accelerated learning in our students, a significant point of emphasis continued to be on providing consistent social and emotional support in and out of our classrooms.

## ORGANIZATIONAL VIABILITY

### CRITERION 10: FINANCE

Unaudited FY24 statement of revenues, expenses, and changes in net assets (profit & loss statement)

- Please see unaudited Statement of Activities/Revenue & Expenses (Profit & Loss) in Appendix E.

Statement of net assets for FY24 (balance sheet)

- Please see unaudited Statement of Net Assets in Appendix E.

Approved School Budget for FY25

- Please see Budget in the Attachments section of this report.

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	306
Number of students upon which FY25 budget tuition line is based	306
Number of expected students for FY25 first day of school	306
Please explain any variances: <i>[Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year for 5-10 fewer students than expected. We exhausted our waitlist earlier than anticipated and need to implement a subsequent application cycle.]</i>	

### FY25 Capital Plan

<u>Project Name</u>	<u>Description</u>	<u>Current Status</u>	<u>Estimated Schedule for Completion</u>	<u>Estimated Cost</u>	<u>Finance Plan</u>	<u>Capital Reserve Balance 06/30/2024</u>
Roof Replacement & Rooftop HVAC Units Replacement	Replace current roof with new roof and do an approximate 1:1 swap-out replacement of rooftop HVAC units	OPM selected and contracted; DSB selected Designer for project (on 7/24) and Designer is in early stages of reviewing bldg. drawings in preparation for Schematic Design Phase	July or August 2025	\$1.2-\$1.5 million	Charter School Foundation to secure short-term (3-5 years) second mortgage from Pentucket Bank; Charter School to use ERTC funds in support of second mortgage payback	\$38,795

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-24

In the template below, list each objective and measure contained in the school’s **current and approved** Accountability Plan. For each listed measure, state whether the school has **met, or has not met** the measure and provide data or other evidence supporting the statement. Evidence or data reported should reflect what the school reported it would collect in its Accountability Plan and performance during the 2023-24 school year. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please do not leave any performance or evidence cells blank, and do not write partially met in the performance column. Charter schools endeavor to meet the Accountability Plan measures by the end of the charter term.

### FAITHFULNESS TO CHARTER

	<b>2023-24 Performance</b>  M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<b>Objective (for KDE 1): HVM will provide a Montessori learning environment that reflects best practices for public Montessori education.</b>		
<p><b>Measure:</b> HVM will alternate between a self-assessment and an external audit of its Montessori program every year using the National Center for Montessori in the Public Sector’s Essential Elements Rubric. Every year the audit will switch such that, overall, there are three external audits and two internal audits in total during this charter term.</p> <p>HVM will obtain at least a satisfactory rating in each of the five domains of the rubric (Adults, Montessori Learning Environment, Family Engagement, Leadership &amp; Organizational Development, and Assessment). The rating is based on a four-point rubric (unsatisfactory, needs improvement, satisfactory, exemplary), and will reflect the average score of all standards within each of the five domains*.</p> <p><i>*The National Center for Montessori in the Public Sector recreated the Essential Elements document to more appropriately recognize the implementation of the Montessori Method in the public education sector. Previously, the Essential Elements, created by the American Montessori Society, contained 22 elements (of which two were excluded because they did not apply in a public school environment); the new rubric, redesigned by the National Center for Montessori in the</i></p>	<b>M</b>	<p>The NCMPS organization conducted their EER audit in April 2024. HVM obtained a satisfactory rating in three of the domains of the rubric and an exemplary in two of the five domains of the rubric.</p>



	<b>2023-24 Performance</b>  M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<i>Public Sector, contains 26 standards and a four-point rating scale for each element.</i>		
<b>Objective (for KDE 2): Learning experiences at HVM will ensure that all students meet rigorous academic, personal, and social achievement objectives.</b>		
<b>Measure:</b> All graduating students will participate in a Hill View Montessori Celebration of Learning/Capstone event, and 90%, including HVM’s primary subgroups (students with high needs and students with disabilities), will earn an average final score of 3.0 or better (on a scale of 1-4), on a rubric that assesses content and presentation. The Celebration of Learning/Capstone presentation is a culminating experience that integrates the Hill View Montessori academic K-6 curriculum and the 7-8 project-based learning program, thereby representing an academically rigorous learning experience combined with personal and social achievement.	<b>M</b>	100% of graduating students participated in a Capstone event  Of the graduating students that participated in the Capstone activity, 100% earned an average final score of 3.0 or better (on a scale 1-4)  Students with Disabilities averaged: 3.5  Students with High Needs averaged: 3.5  EL (ML) students averaged: 3.25

	2023-24 Performance  M (Met) NM (Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective (for KDE 3):</b> HVM will hire and sustain high-quality Montessori staff by providing training for Montessori certification, hiring certified Montessori teachers, and by providing Montessori-focused professional development in all curricular areas.		
<b>Measure 3A:</b> On an annual basis, HVM will financially support (i.e., tuition reimbursement or training program sponsorship) at least two staff members that enroll in an accredited Montessori teacher certification program	M	During the 2023-2024 school year, 2 staff members were actively enrolled (ongoing enrollment) in an accredited Montessori teacher certification program.
<b>Measure 3B:</b> During the charter term, HVM will see an increase of at least 10 staff members, overall, earn their Montessori teacher certification.	M	10 staff members earned their Montessori teacher certification during the charter term.

## DISSEMINATION

	2023-24 Performance  M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<b>Objective 4 (for dissemination requirements):</b> HVM will disseminate information regarding public school Montessori methods.		
<b>Measure 4A:</b> By the end of year 3 of the charter term, HVM will share its newly re-designed project-based/place-based Middle School (7 <sup>th</sup> and 8 <sup>th</sup> grades) program with other local public schools in MA via a presentation at a conference or workshop	NM	Not able to complete due to Covid-19 and due to personnel matters, that impacted the development of the HVM's Middle School project-based learning program.
<b>Measure 4B:</b> On annual basis, HVM will provide school tours/visits to 10 different community members, business owners/business leaders, and other individuals interested in learning more about public Montessori education.	M	HVM successfully provided tours and/or were visited by 10 different community members, business owners/business leaders, and other individuals interested in learning more about public Montessori education.

	<b>2023-24 Performance</b>  M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<b>Measure 4C:</b> HVM will post the results of its biennial Essential Elements Review (as conducted by the National Center for Montessori in the Public Sector) on the school’s website for public viewing.	<b>M</b>	EER Report successfully posted

# APPENDIX B: RECRUITMENT AND RETENTION PLAN 2024-25

2023- 24 Implementation Summary:
<p>1. Please list the successes and challenges of implementing the school’s recruitment strategies from the 2023-24 Recruitment Plan.</p> <p><b>Successes:</b></p> <ul style="list-style-type: none"> <li>• Hill View Montessori was fully enrolled during the entire 2023-2024 school year</li> <li>• Hill View Montessori maintained a lengthy waitlist for all grades during the entire 2023-2024 school year</li> <li>• Hill View Montessori’s Enrollment Coordinator provided approximately 30 individual tours for interested parents throughout the 2023-2024 school year</li> <li>• Hill View Montessori’s Information Sessions were well attended by families interested in learning more about public Montessori education</li> <li>• Extremely valuable to have two bilingual employees involved in the recruitment and enrollment process for families</li> </ul> <p><b>Challenges:</b></p> <ul style="list-style-type: none"> <li>• Some challenges related to identifying where to do targeted outreach for Haverhill’s growing Brazilian/Portuguese-speaking population</li> <li>• Some challenges related to what social media platforms should be used to reach diverse populations in the Haverhill community</li> <li>• Some challenges with creating more engaging or more informative promotional material for non-English speakers</li> <li>• Some challenges related to identifying some additional locations in the Haverhill community to meet with or provide information to economically-challenged/low income families</li> </ul>

List the school’s general recruitment activities, i.e. those intended to reach all students.
<p style="text-align: center;"><b>General Recruitment Activities for 2024-25:</b></p> <p>HVM’s general recruitment strategies are to:</p> <ul style="list-style-type: none"> <li>• Lottery enrollment popup banner is first thing that appears on HVM website (beginning on July 1<sup>st</sup> each year)</li> <li>• Advertise via flyers and social media in multiple languages</li> <li>• Hold Public Montessori Education Information events</li> <li>• Update information on the school’s website, Facebook pages, etc.</li> <li>• Provide information directly to parents via weekly/bi-weekly classroom communications as well as through a more streamlined school-wide communication system</li> <li>• Promotion of school’s name and identity via proactive community outreach and community service</li> <li>• Encouragement of “word of mouth” by parents that feel positive about HVM and their experience and their child’s experience at HVM</li> </ul>

**Recruitment Plan – 2024-25 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Students with disabilities/ Special education students**

<p><b>(a) CHART data</b></p> <p>School percentage: 22.%</p> <p>CI percentage: 16.3</p> <p>The school <u>above</u> CI percentages</p>	<p><b>(b) Continued 2023-24 Strategies</b></p> <p>X <b>Met CI:</b> no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Provide indication of special education services delivery program on the school’s website</li> <li>• Include specific and direct special education information with the school’s enrollment materials</li> <li>• All recruitment materials state explicitly in the languages spoken by the families that “children with special needs are welcome at our school”</li> <li>• The Special Education Director collaborates with the Executive Director and the Lottery Applications/Enrollment Administrative Assistant(s) to provide information to kindergarten applicants with information regarding the school’s special education program</li> <li>• Share HVM SEPAC meeting times and dates with Haverhill’s Parent District Council.</li> <li>• During Enrollment Information Sessions, Special Education information presented to/provided to families and all school resources available to serve student needs described (annually)</li> <li>• Continue to deliver flyers that includes identifies Special Education services provided by HVM to over 55 organizations</li> <li>• Targeted specific local Early Intervention site and continue ongoing relationships there</li> <li>• Ongoing proactive improvement of HVM’s SST process (Student Success Team) process</li> </ul>
	<p><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e., 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

**English learners/ Limited English-proficient students**

<p><b>(a) CHART data</b></p> <p>School percentage: 7.9%</p> <p>CI percentage: 9.6%</p> <p>The school is <u>below</u> CI percentages</p>	<p><b>(b) Continued 2023-24 Strategies</b></p> <p><input type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• All flyers are in multiple languages that publicize the lottery, application process and Montessori education information sessions. Flyers are primarily distributed during the fall and winter.</li> <li>• Include a Spanish-speaking employee at each of the enrollment sessions as well as at the front desk to field all incoming phone calls/questions</li> <li>• Share recruitment information with local Spanish publications and other general information about the school prior to January enrollment application process and subsequent deadline</li> <li>• Share flyers with Hispanic churches, specifically the Trinity Episcopal Church, but also others that are identified</li> <li>• Have translation services available for all enrollment inquiries</li> <li>• Continue to translate all materials into Spanish including on social media</li> <li>• All flyers and announcements will be in multiple languages that publicize the lottery, application process and Montessori education information sessions</li> <li>• Flyers will be primarily distributed during the fall and winter</li> </ul>
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<b>Recruitment Plan – 2024-25 Strategies</b>	
<b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
	<ul style="list-style-type: none"> <li>• HVM will always employ a Spanish-speaking employee at each of the Enrollment Information Sessions as well as at the front desk to field all incoming phone calls/questions</li> <li>• Continue distribution of recruitment information to local Spanish publications and other general information about the school prior to January lottery/enrollment application process and subsequent deadline</li> <li>• Continue sharing flyers with Hispanic churches and other non-English speaking-based churches in the Haverhill community and greater Merrimack Valley region</li> <li>• Continue to always have translation services available for all lottery/enrollment inquiries</li> <li>• Continue to translate all materials into Spanish including on social media</li> <li>• Continue with active distribution of flyers to all local community organizations such as the YMCA, all local Market Basket locations, Head Start Program, Boys and Girls Club of Haverhill, all local Montessori preschools, Birch Tree Montessori (preschool), and additional public locations throughout the Greater Haverhill community</li> </ul>
	<b>(c) 2024-25 Additional Strategy(ies), if needed</b>
<b>X</b>	<p><b><i>Did not meet CI:</i></b></p> <ul style="list-style-type: none"> <li>• Create and expand variety of promotional materials provided in Portuguese</li> <li>• Share success stories and testimonials from EL/LEP families as part of enhanced community outreach (two years)</li> <li>• Offer virtual Open House[s] or Information Session[s] with multilingual options as part of enhanced community outreach [two years]</li> <li>• Collaborate with ethnic media outlets [two years]</li> <li>• Create a parent ambassador program with bilingual/multilingual parent volunteers.[two years]</li> <li>• Develop partnerships with local businesses employing EL/LEP individuals</li> <li>• Ensure staff are trained to support EL/LEP families during enrollment</li> <li>• Collect feedback from current EL/LEP families on HVM’s current recruitment efforts [one year]</li> </ul>

**Low-income/ Students eligible for free or reduced lunch**

<p><b>(a) CHART data</b></p> <p>School percentage: <b>42.1%</b></p> <p>CI percentage: <b>53.8%</b></p> <p>The school is <u>below</u> CI percentages</p>	<p align="center"><b>(b) Continued 2023-24 Strategies</b></p> <p><input type="checkbox"/> Met CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to target marketing materials to less affluent neighborhoods by posting flyers in multiple languages in public areas near them</li> <li>• Continue to distribute flyers in multiple languages to community service agencies (Community Action, Education Services, Salvation Army, and Emmaus House)</li> <li>• Continue to distribute information in multiple languages to low income housing projects</li> <li>• Continue to publicize that HVM offers a breakfast program</li> <li>• Continue to publicize that HVM has a variety of healthy snacks available for any student</li> <li>• Continue to market to community preschools and Head Start programs</li> <li>• Continue to distribute flyers to approximately 50 local organizations</li> <li>• Continue to post flyers in multiple languages at the Haverhill Boys and Girls Club, the Haverhill YMCA, Haverhill community athletic programs, and other community-based organizations that tend to serve and support lower income families and their children</li> <li>• Continue to proactively engage with community resources used by low-income families, including SNAP and WIC/food stamp programs, food pantries, thrift shops, social service agencies</li> <li>• Continue to provide contact persons with flyers in multiple languages and information regarding Montessori education information sessions, lottery/enrollment information sessions, etc.</li> <li>• Continue to offer childcare at school-hosted information sessions</li> <li>• Continue to provide Montessori lottery/enrollment information sessions at community-based locations (rather than the school building-hosted location)</li> <li>• Continue to identify community programs similar to the Haverhill Boys and Girls Club, Haverhill YMCA, and Haverhill community athletic programs and proactively establish relationships with these organizations and make information available to organization leaders and post flyers</li> <li>• Continue to proactively provide promotional materials in multiple languages and Montessori information session and lottery/enrollment announcements made at local Head Start site[s]</li> </ul>
	<p align="center"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><b>X Did not meet CI:</b></p> <ul style="list-style-type: none"> <li>• Host informational sessions, open houses, and family fun days in local community centers, libraries, and parks (two years)</li> <li>• Further develop collaborations with local nonprofits, religious institutions, and community groups that serve low-income families (one year)</li> <li>• Provide assistance to accommodate working parents/caregivers/families (two years)</li> <li>• Ensure multilingual communication and translation services for non-English-speaking families (one year)</li> <li>• Engage current parents to act as ambassadors to share their positive experiences and help recruit new families (two-three years)</li> </ul>

	<ul style="list-style-type: none"> <li>Utilize social media platforms to reach and engage with the Haverhill community, highlighting the Charter School's benefits (one year)</li> <li>Highlight after-school programs and extracurricular activities that may attract parents looking for safe, enriching environments for their children (one year)</li> <li>Partner with local businesses to display school information and host events (two years)</li> <li>Share success stories and testimonials from current and former students and families, emphasizing the positive impact of the school on their lives (one year)</li> <li>Highlight any health and wellness programs the school offers, such as universal free meals, counseling support services, and health screenings performed by School Nurse (two years)</li> <li>Involve the Charter School in community service projects to raise awareness and demonstrate commitment to the local community (two years)</li> </ul>
<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>Flyers to local schools announcing HVM's lottery/enrollment information sessions and lottery application process</li> <li>Regular representation at the Haverhill Parent District Council Meetings, when possible</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>Continue to provide Haverhill Public School guidance department with flyers announcing HVM's lottery/enrollment information sessions and lottery application process.</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed.</b></p>
<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>OPTIONAL</b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) Continued 2023-24 Strategies</b></p> <p>Other groups to target include minority groups such as those designated in HVM's non-discrimination policy (e.g., minority races and ethnic and religious groups, students of color, those with cognitive or physical disabilities, families/students who identify as LGBTQ, etc.)</p> <ul style="list-style-type: none"> <li>Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Haverhill Community System of Care, Team Coordinating Agency, Team Haverhill, Northeast Behavioral Health, New England Rehab and outside therapists.</li> </ul>



	<b>2024-25 Additional Strategy(ies), if needed</b>
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## RETENTION PLAN 2024-25

### List the successes and challenges of implementing strategies from the 2023-24 Retention Plan.

#### 2023-24 Implementation Summary:

Hill View Montessori continues to enjoy a relatively positive retention program. Attrition continues to primarily be related to relocation of some families out of state and other families moving to different schools after experiencing family structure adjustments.

HVM will continue to use the strategies that have shown to be successful over the course of the last several years, with ongoing tweaks and adjustments to improve the successful delivery of a public Montessori education for the 2024-2025 school year:

- Incredible relationship-building and teacher-support being facilitated by HVM’s Dean of Student; the Dean of Students is dedicated to connecting with parents and families as well as working directly on classroom management with lead teachers, classroom assistants, Special Education staff, Title I teachers, and subject specialists
- Dean of Students also established and maintained positive relationships with students and implemented highly proactive positive communication with parents and caregivers.
- HVM’s five full-time Special Education Teachers and the Special Education Director continued to provide high quality Special Education service delivery and maintained complete compliance of Special Education oversight; the SPED team held weekly department meetings in conjunction with/collaboration with the Executive Director to address the needs of this population
- The school’s Executive Director facilitated two Montessori education informational meetings in person at HVM for prospective parents
- 90% of all Lead Teachers, Special Education teachers, Title I Teachers, and EL Teachers are identified as SEI endorsed/certified
- HVM’s Executive Director, Dean of Students, School Social Worker, graduate-level Social Work Intern, and the School Counselor worked with families to provide additional support and services through local agencies as needed for a variety of circumstances (e.g., lack of food, emotional issues, social issues, financial stressors, childcare issues, transitional issues)
- HVM staff and administration continue to assess and refine the public Montessori program to meet the student where he/she/they cognitively, socially-emotionally, physically, and psychologically resides
- HVM has a full-time School Counselor on staff to work with teachers and students on classroom management strategies utilizing an evidence-based Mindfulness curriculum
- HVM provided a variety of professional development to its staff, including: “Reading Acceleration Pathway Community of Practice” and “Montessori Assistant Toolkit: Elementary Edition 6-12”. HVM also continued its intensive professional development focused strictly on teaching teachers how to understand math, how to teach math, and how to delivery math instruction more effectively. Furthermore, HVM continued its intensive professional development focused strictly on teaching teachers how to understand the fundamentals of literacy instruction, how to differentiate reading instruction, and how to delivery reading instruction more effectively. The Middle School continued to use an Advisory/Community Meeting curriculum for the 2023-2024 school year.
- HVM continued providing breakfast and healthy snacks for any student
- HVM’s Physical Education Teacher continued to offer early morning fitness groups for Lower Elementary students to help those students settle in to their work period with clear minds and relaxed bodies

HVM’s Montessori Coach supported and directed lead teachers, classroom assistants, Title I intervention services teachers, and subject specialists in the facilitation of the Montessori pedagogy and the delivery of the Montessori curriculum in each classroom

For the purposes of a Recruitment and Retention Plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

<b>Overall Student Retention Goal</b>	
<i>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.</i>	
<b>Annual goal for student retention (percentage):</b>	<b>96%</b>

<b>Retention Plan – 2024-25 Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 7.7%</p> <p><b>Third Quartile:</b> 14.3%</p> <p>The school's attrition rate is <b><u>below</u></b> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><b>X At or below third quartile:</b> no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to strengthen the Special Education program through ongoing professional development in both Montessori pedagogical strategies and best practice for student-identified needs</li> <li>• Continue to improve early intervention/early identification process through proactive improvement of the Student Success Team process</li> <li>• Collect exit data from departing families, when applicable</li> <li>• Continue to collect data from annual Special Education Department Parent Survey</li> <li>• Integrate software use into programs on newly-purchased Chromebooks</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed.</p>
<b>Limited English-proficient students/English learners</b>	
<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 13.0%</p> <p><b>Third Quartile:</b> 14.40%</p> <p>The school's attrition rate is <b><u>below</u></b> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><b>X At or below third quartile:</b> no enhanced/additional strategies needed.</p> <ul style="list-style-type: none"> <li>• Continue to provide students with ML-trained teacher(s) and SEI-certified teachers</li> <li>• Continue to offer interpreters/translators at Parent-Teacher conferences.</li> <li>• Continue to translate parent information documents and provide Google translate links on all documents</li> <li>• Continue to host multi-cultural events</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or</p>

<b>Retention Plan – 2024-25 Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
	<p>if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2023-24 school year. No retention strategies needed.</p>

**Students eligible for free or reduced lunch (low-income)**

<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 11.3%</p> <p><b>Third Quartile:</b> 13.3%</p> <p>The school’s attrition rate <b><i>is below</i></b> third quartile percentages.</p>	<p style="text-align: center;"><b>(b) Continued 2023-24 Strategies</b></p> <p><b>X At or below third quartile:</b> no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Continue to support families with identified needs utilizing our School Social Worker, Social Work Interns (master’s level), School Counselor, Dean of Students, Student Success Team, Family Outreach and Student Support Team, and Community Services</li> <li>• Continue to subsidize school field trips and student activities so that 100 percent of students may participate</li> <li>• Continue to subsidize school book fair vouchers so that 100 percent of students may purchase books</li> <li>• Continue to coordinate with the school’s vended meal service company to offer appealing lunches and breakfasts</li> <li>• Continue to make available unused fruit and a wide variety of healthy snacks to any student during the day</li> <li>• Continue to provide breakfast program</li> </ul> <hr/> <p style="text-align: center;"><b>(c) 2024-25 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a summer session for children in need of sustaining learning engagement</li> <li>• Continually assess/benchmark reading and math proficiency</li> <li>• Improve early intervention identification process through highly proactive Student Success Team process</li> <li>• Actively monitor Title 1 Reading and Math student intervention and classroom support services throughout the year</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide support from Dean of Students, School Social Worker, Social Work Interns (master’s level), School Counselor, Student Success Team, Family Outreach &amp; Student Support Team, and outside counselors to student and parents</li> <li>• HVM does not have drop outs</li> </ul> <p style="text-align: center;"><b>2024-25 Additional Strategy(ies), if needed</b></p>

<p><u>Students who have dropped out of school</u>  <u>*only schools serving students who are 16 and older</u></p>	<p align="center"><b>(f) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p align="center"><b>2024-25 Additional Strategy(ies), if needed</b></p>
<p align="center"><b>OPTIONAL</b>  <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2023-24 Strategies</b></p> <p>Other groups to target include minority groups such as those designated in HVM’s non-discrimination policy (e.g., minority races and ethnic and religious groups, students of color, those with cognitive or physical disabilities, families/students who identify as LGBTQ, etc.)</p> <ul style="list-style-type: none"> <li>Share enrollment information in multiple languages with related support groups at the local hospital Northeast ARC, Haverhill Community System of Care, Team Coordinating Agency, Team Haverhill, Northeast Behavioral Health, New England Rehab and outside therapists.</li> </ul> <p align="center"><b>2024-25 Additional Strategy(ies), if needed</b></p>

## APPENDIX C: SCHOOL DATA TABLES

### ADMINISTRATIVE ROSTER AND STAFF ATTRITION DATA

Administrative Roster During the 2023-24 School Year			
Name	Title	Start date in current role	End date (if no longer employed at the school)
Phil Arnold	Executive Director	7/2018	
Signe (“Ginger”) Whitson	Dean of Students	07/2021	
Dennis Solano	Facilities Director	09/2021	
Niamh Dolan	Special Education Director	07/2019	

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	30	2	1	1 resigned because she took a job out of state; 1 resigned because her husband was transferred and the teacher had to move to be closer to the husband’s job; 1 resigned due to acute health issues
Other Staff	30	1	3	1 was terminated; 1 resigned because she was offered her dream job as an Art Teacher; 1 resigned because she decided to pursue a career as an entrepreneur; 1 resigned because she was offered a position at a pre-school where she would receive free tuition for her children there

## 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 on the board	Length of each term (start and end date in MM/YY format)	Final year of service possible based on term limits in bylaws
Jeff Hood	Chair	Finance, Committee on Trustees	2	Elected 2/21; term ends 6/27	2026-2027
Ryan Turner	Vice Chair	Development	2	Elected 2/19; term ends 01/25	2024-2025
Veronica Guzman	Treasurer	Finance	2	Elected 7/20; term ends 7/26	2025-2026
Sandra-Lee Thompson	Clerk	Finance, Committee on Trustees	2	Elected 4/21; term ends 6/27	2026-2027
Jennifer Edokpolor	Trustee	Committee on Trustees	1	Elected 4/22; term ends 4/25	2027-2028
Allysha Roth	Trustee	Accountability	1	Elected 8/22; current term ends 6/25	2027-2028
Sarah Brush	Trustee	Development	1	Elected 7/23; current term ends 6/26	2028-2029
Kristin Laureano	Trustee	Accountability	1	Elected 7/23; current term ends 6/26	2028-2029
Phil Arnold	Executive Director, ex officio				

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

## APPENDIX D: ADDITIONAL REQUIRED INFORMATION

### FACILITIES

Address	Dates of Occupancy
75 Foundation Ave, Haverhill MA 01835	February 2010

### ENROLLMENT

Action	2024-25 School Year Date(s)
Student Application Deadline	January 31, 2025
Lottery	February 5, 2025



# APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

## **Board of Trustees Contact Information**

Schools are expected to post the contact information for the Board of Trustees on the school’s website: [Board of Trustees Contact Information](mailto:hvmbotchair@hvmcps.org) (hvmbotchair@hvmcps.org)

## **Complaints**

There were two complaints submitted to DESE’s Problem Resolution System during the 2023-2024 school year.

- Complaint #1 was submitted to the PRS on 9/11/2023. A Letter of Finding was provided to the Charter School on 6/26/2024. The Letter of Finding requires a Corrective Action by the Charter School be implemented by 9/15/2024. The Corrective Action requires a review of the IEP amendment process with a lawyer specializing in Special Education law.
- Complaint #2 was submitted to the PRS on 2/15/2024. A Letter of Closure was provided to the Complainant and to the Charter School on 6/13/2024. There was no finding as a result of the complaint.

Date	Summary of Complaint	Summary of Complaint Resolution
2/15/2024	Complainant alleged that the Charter School’s Child Abuse Mandated Reporter training for all staff and school employees does not provide proper training. Complainant believes that their family was being racially targeted in relation to a 51A filing.	In July 2024, an ad hoc committee of the board of trustees conducted an internal review of the matter and determined that it would deliver an apology to the Complainant in early August.

## Attachments

### Unaudited FY24 Statement of Activities/Revenue & Expenses (Profit & Loss) Statement

HILL VIEW MONTESSORI CHARTER SCHOOL & COMPONENT UNIT  
STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2024 - UNAUDITED

	SCHOOL	FOUNDATION	COMBINED June 30, 2024
<b>REVENUES</b>			
District Funding (per pupil)	\$ 4,775,433		\$ 4,775,433
On behalf of Fringe & Transportation	570,145		570,145
Government Grants & Funding	331,037		331,037
Private Support			-
Contributions - Component Unit	9,201		9,201
Contributions - Individuals & Foundations	17,729	24,521	42,250
<b>Total: Private Support Funding</b>	<b>26,930</b>	<b>24,521</b>	<b>51,451</b>
Interest & Dividends	51,864	81,786	133,650
Miscellaneous	384,203	33,800	418,003
<b>Total Revenues</b>	<b>\$ 6,139,612</b>	<b>\$ 140,107</b>	<b>\$ 6,279,719</b>
<b>EXPENSES</b>			
Salaries & Related	4,115,484		4,115,484
Administrative Costs	71,042	127	71,169
Professional Fees	196,275		196,275
Instructional Services	520,400		520,400
Other Student Services	752,884		752,884
Operation & Maint of Plant	284,357		284,357
Grant Expense - Component Unit		9,201	9,201
Depreciation & Amortization	204,254		204,254
Advancement		16,301	16,301
Other Costs		114,478	114,478
<b>Total Expenses</b>	<b>\$ 6,144,696</b>	<b>\$ 140,107</b>	<b>\$ 6,284,803</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ (5,084)</b>	<b>\$ -</b>	<b>\$ (5,084)</b>

## Unaudited Statement of Net Assets for FY24 (Balance Sheet)

### HILL VIEW MONTESSORI CHARTER SCHOOL & COMPONENT UNIT

#### STATEMENT OF NET ASSETS AT JUNE 30, 2024 - UNAUDITED

ASSETS	SCHOOL	FOUNDATION	COMBINED June 30, 2024
<b>Current Assets</b>			
Cash and Cash Equivalents	2,084,293	88,415	2,172,708
Accounts Receivable	84,334	2,700	87,034
<b>Other Current Assets</b>			
Prepaid Expenses	39,724		39,724
Lease Receivable		2,234,796	
<b>Total Other Current Assets</b>	<b>39,724</b>	<b>2,234,796</b>	<b>2,274,520</b>
<b>Total Current Assets</b>	<b>39,724</b>	<b>2,325,911</b>	<b>2,365,635</b>
<b>Fixed Assets, net of depreciation</b>	<b>2,526,829</b>	<b>-</b>	<b>2,526,829</b>
<b>TOTAL ASSETS</b>	<b>\$ 4,735,180</b>	<b>\$ 2,325,911</b>	<b>\$ 7,061,091</b>
<b>LIABILITIES</b>			
<b>Current Liabilities</b>			
Accounts Payable	92,491	9,201	101,692
Credit Cards	3,566		
<b>Other Current Liabilities</b>			
Accrued Expenses	23,976		23,976
Payroll Withholdings	30,754		30,754
Deferred Revenue	1,229,104	2,750	
Other Current Liabilities	11,666	2,683	14,349
Lease Liability	2,234,796		
Bond Payable		2,209,216	2,209,216
<b>Total Other Current Liabilities</b>	<b>3,530,296</b>	<b>2,214,649</b>	<b>5,744,945</b>
<b>Total Current Liabilities</b>	<b>3,626,353</b>	<b>2,223,850</b>	<b>5,850,203</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 3,626,353</b>	<b>\$ 2,223,850</b>	<b>\$ 5,850,203</b>
<b>Net Assets</b>			
Unrestricted	1,113,911	102,061	1,215,972
Temporarily Restricted	-	-	-
Net Income	(5,084)	-	(5,084)
<b>Total Net Assets</b>	<b>\$ 1,108,827</b>	<b>\$ 102,061</b>	<b>\$ 1,210,888</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>\$ 4,735,180</b>	<b>\$ 2,325,911</b>	<b>\$ 7,061,091</b>

**Approved School Budget for FY25: Board approved FY25 budget on 6/27/2024**

Hill View Montessori Public Charter School FY25 Budget		FY25 Budget
	<b>Enrollment</b>	<b>306</b>
	<b>Haverhill PPT</b>	<b>16,249</b>
<b>Revenues</b>		
	Tuition	4,972,160
	Grants	168,922
	Nutrition Program	125,000
	Interest Income	15,000
	Fundraising	10,000
	Individual Contributions	-
	Foundation Contribution	10,000
	Misc. Income	
	E-Rate Funding	13,560
	In Kind	
	<b>Total Revenues</b>	<b>5,314,642</b>
<b>Expenses</b>		
	<b>Personnel Salaries</b>	<b>3,503,614</b>
	Fringe Benefits	310,199
	Work Comp	35,036
	Payroll Taxes	175,181
	<b>Total 5000 · Personnel Costs</b>	<b>4,024,030</b>
<b>Administrative Costs</b>		
	Recruitment and Advertising	-
	Contr Serv - Technology	40,000
	Supplies & Materials - Admin	17,000
	Supplies & Materials - IT	2,500
	Dues, Subscriptions & Other Exp -Admin	46,551
	Contr Serv - Audit	21,000
	Contr Serv - Legal	500
	Contr Serv - Human Resources	44,720
	Contr Serv - Business & Finance	60,000
	<b>Total 5100 · Administrative Costs</b>	<b>232,271</b>
<b>Instructional Services</b>		
	Contr Serv - Other Teaching	146,000
	Instructional Copier	9,240

**Hill View Montessori Public Charter School  
FY25 Budget**

	<b>FY25 Budget</b>
Instructional Furniture & Equip.	2,500
Instructional Supplies (Inc, SPED, NURSE)	65,000
	-
Contr Serv - Prof Development	150,420
Contr Serv - Montessori Teacher Training	30,000
Travel & Other Exp -Prof Develop	15,000
Instructional Software	13,687
Instructional Hardware	500
<b>Total 5200 · Instructional Services</b>	<b>432,347</b>
Other Student Services	
Field trips/Student clubs	20,000
Nurse/Athletics/Food/Other activities	10,000
Fundraising	2,000
Nutrition Program	132,600
<b>Total 5300 · Other Student Services</b>	<b>164,600</b>
Facility & Other Fixed Costs	
Maint of Buildings &Permits	25,995
Utilities	82,000
Maintenance Supplies	20,000
Capital Lease Interest & Rent	44,430
Security	-
Insurance (non-employee)	46,467
Networking & Communications	18,000
Depreciation	204,000
<b>Total 5400 · Facility &amp; Other Fixed Costs</b>	<b>440,892</b>
<b>Total Expenses</b>	<b>5,294,140</b>
<b><i>Change in Net Position</i></b>	<b>20,503</b>

## HVMCPS STAR Math Assessment Data

### Star Assessment Math Data Grade 3 - All Students BM 1, 2, 3, 4

Test	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
2023-24 BM1 Gr 3 Math STAR Benchmark	65% (20/31)	16% (5/31)	13% (4/31)	6% (2/31)
2023-24 BM2 Gr 3 Math STAR Benchmark	53% (17/32)	19% (6/32)	25% (8/32)	3% (1/32)
2023-24 BM3 Gr 3 Math STAR Benchmark	59% (19/32)	25% (8/32)	16% (5/32)	0% (0/32)
2023-24 BM4 Gr 3 Math STAR Benchmark	50% (16/32)	28% (9/32)	19% (6/32)	3% (1/32)



### Star Assessment Math Data Grade 3 - Sub Groups (EL, SPED) BM 1, 2, 3, 4

#### EL

Test	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
2023-24 BM1 Gr 3 Math STAR Benchmark	33% (1/3)	33% (1/3)	0% (0/3)	33% (1/3)
2023-24 BM2 Gr 3 Math STAR Benchmark	33% (1/3)	0% (0/3)	33% (1/3)	33% (1/3)
2023-24 BM3 Gr 3 Math STAR Benchmark	33% (1/3)	0% (0/3)	67% (2/3)	0% (0/3)
2023-24 BM4 Gr 3 Math STAR Benchmark	33% (1/3)	33% (1/3)	33% (1/3)	0% (0/3)



#### SPED

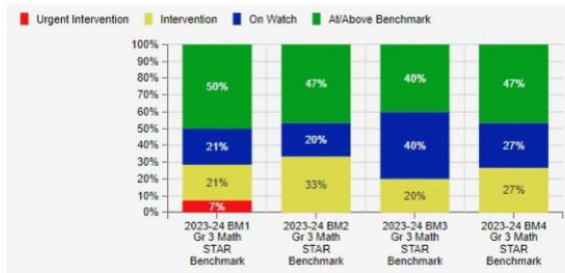
Test	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
2023-24 BM1 Gr 3 Math STAR Benchmark	50% (2/4)	50% (2/4)	0% (0/4)	0% (0/4)
2023-24 BM2 Gr 3 Math STAR Benchmark	25% (1/4)	25% (1/4)	50% (2/4)	0% (0/4)
2023-24 BM3 Gr 3 Math STAR Benchmark	25% (1/4)	50% (2/4)	25% (1/4)	0% (0/4)
2023-24 BM4 Gr 3 Math STAR Benchmark	50% (2/4)	25% (1/4)	25% (1/4)	0% (0/4)



## Star Assessment Math Data Grade 3 - Sub Groups (LOW INCOME, HISPANIC) BM 1, 2, 3, 4

### Low Income

Test	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
2023-24 BM1 Gr 3 Math STAR Benchmark	50% (7/14)	21% (3/14)	21% (3/14)	7% (1/14)
2023-24 BM2 Gr 3 Math STAR Benchmark	47% (7/15)	20% (3/15)	33% (5/15)	0% (0/15)
2023-24 BM3 Gr 3 Math STAR Benchmark	40% (6/15)	40% (6/15)	20% (3/15)	0% (0/15)
2023-24 BM4 Gr 3 Math STAR Benchmark	47% (7/15)	27% (4/15)	27% (4/15)	0% (0/15)



### HISP

Test	At/Above Benchmark	On Watch	Intervention	Urgent Intervention
2023-24 BM1 Gr 3 Math STAR Benchmark	57% (4/7)	29% (2/7)	14% (1/7)	0% (0/7)
2023-24 BM2 Gr 3 Math STAR Benchmark	50% (4/8)	25% (2/8)	25% (2/8)	0% (0/8)
2023-24 BM3 Gr 3 Math STAR Benchmark	63% (5/8)	25% (2/8)	13% (1/8)	0% (0/8)
2023-24 BM4 Gr 3 Math STAR Benchmark	25% (2/8)	38% (3/8)	38% (3/8)	0% (0/8)



## HVMCPS DIBELS Reading Assessment Data

### Reading Data - Dibels Grade 3 - All Students Fall, Winter, Spring

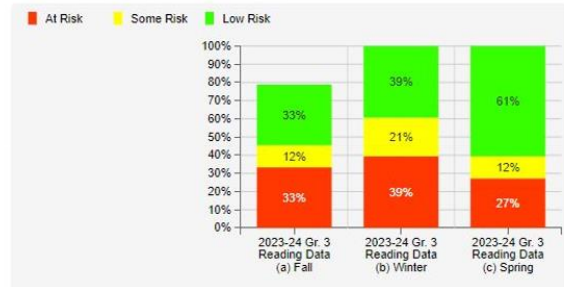
#### WRF - Word Reading Fluency

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	67% (22/33)	12% (4/33)	21% (7/33)
2023-24 Gr. 3 Reading Data (b) Winter	58% (19/33)	18% (6/33)	24% (8/33)
2023-24 Gr. 3 Reading Data (c) Spring	61% (20/33)	15% (5/33)	24% (8/33)



#### WRC - Words Read Correctly

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	33% (11/33)	12% (4/33)	33% (11/33)
2023-24 Gr. 3 Reading Data (b) Winter	39% (13/33)	21% (7/33)	39% (13/33)
2023-24 Gr. 3 Reading Data (c) Spring	61% (20/33)	12% (4/33)	27% (9/33)



### Reading Data - Dibels Grade 3 - EL Students Fall, Winter, Spring

#### WRF - Word Reading Fluency

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	50% (1/2)	0% (0/2)	50% (1/2)
2023-24 Gr. 3 Reading Data (b) Winter	33% (1/3)	0% (0/3)	67% (2/3)
2023-24 Gr. 3 Reading Data (c) Spring	33% (1/3)	0% (0/3)	67% (2/3)



#### WRC - Words Read Correctly

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	0% (0/2)	0% (0/2)	100% (2/2)
2023-24 Gr. 3 Reading Data (b) Winter	33% (1/3)	0% (0/3)	67% (2/3)
2023-24 Gr. 3 Reading Data (c) Spring	33% (1/3)	0% (0/3)	67% (2/3)





## Reading Data - Dibels Grade 3 - **SPED Students** Fall, Winter, Spring

### WRF - Word Reading Fluency

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	33% (1/3)	0% (0/3)	67% (2/3)
2023-24 Gr. 3 Reading Data (b) Winter	25% (1/4)	25% (1/4)	50% (2/4)
2023-24 Gr. 3 Reading Data (c) Spring	25% (1/4)	0% (0/4)	75% (3/4)



### WRC - Words Read Correctly

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	0% (0/3)	0% (0/3)	100% (3/3)
2023-24 Gr. 3 Reading Data (b) Winter	0% (0/4)	25% (1/4)	75% (3/4)
2023-24 Gr. 3 Reading Data (c) Spring	50% (2/4)	25% (1/4)	25% (1/4)



## Reading Data - Dibels Grade 3 - **Low Income Students** Fall, Winter, Spring

### WRF - Word Reading Fluency

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	71% (5/7)	0% (0/7)	29% (2/7)
2023-24 Gr. 3 Reading Data (b) Winter	69% (11/16)	19% (3/16)	13% (2/16)
2023-24 Gr. 3 Reading Data (c) Spring	63% (10/16)	19% (3/16)	19% (3/16)



### WRC - Words Read Correctly

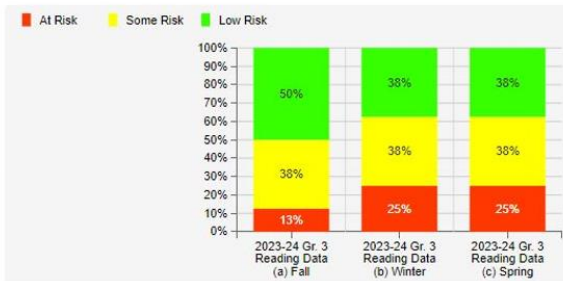
Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	43% (3/7)	14% (1/7)	43% (3/7)
2023-24 Gr. 3 Reading Data (b) Winter	50% (8/16)	13% (2/16)	38% (6/16)
2023-24 Gr. 3 Reading Data (c) Spring	75% (12/16)	6% (1/16)	19% (3/16)



## Reading Data - Dibels Grade 3 - Hispanic Students Fall, Winter, Spring

**WRF - Word Reading Fluency**

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	50% (4/8)	38% (3/8)	13% (1/8)
2023-24 Gr. 3 Reading Data (b) Winter	38% (3/8)	38% (3/8)	25% (2/8)
2023-24 Gr. 3 Reading Data (c) Spring	38% (3/8)	38% (3/8)	25% (2/8)



**WRC - Words Read Correctly**

Test	Low Risk	Some Risk	At Risk
2023-24 Gr. 3 Reading Data (a) Fall	25% (2/8)	13% (1/8)	38% (3/8)
2023-24 Gr. 3 Reading Data (b) Winter	38% (3/8)	13% (1/8)	50% (4/8)
2023-24 Gr. 3 Reading Data (c) Spring	50% (4/8)	0% (0/8)	50% (4/8)

