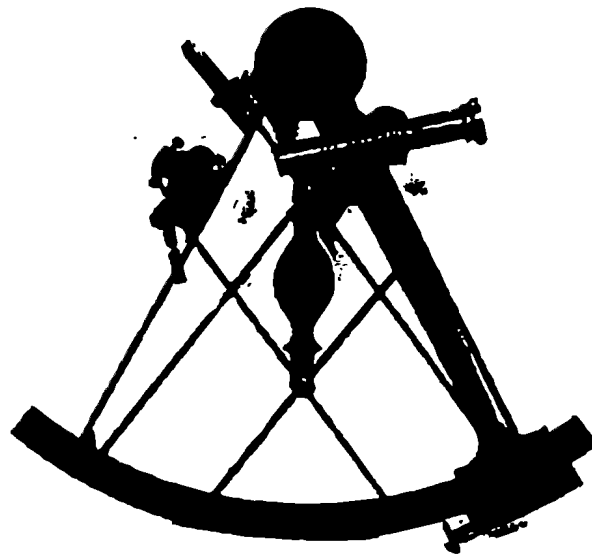


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STURGIS CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2023-24



Sturgis Charter Public School
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Date Submitted: July 31, 2024

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Introduction to the School

<i>Name of School: Sturgis Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School	Hyannis, MA
Regional or Non-Regional	Regional	Chartered Districts in Region	Barnstable, Bourne, Carver, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy, Nauset, Plymouth, Provincetown, Sandwich, Wareham
Year Opened	1998	Year(s) Charter Was Renewed	2003, 2008, 2013, 2018, 2023
Maximum Enrollment	850 at 2 campuses 425 at Sturgis West & 425 at Sturgis East	Enrollment for 2022-23	830
Chartered Grade Span	9-12	Grade Span for 2022-23	9-12
# of Instructional Days per School Year (as stated in the charter)	180		
# of Instructional Days during the 2022-2023 school year	180	Students on Waitlist for 2024-25	160
School Hours	8:20 a.m.—3:10 p.m.	Age of School	26 years

Mission Statement: Sturgis Charter Public School is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

Faithfulness to Terms of Charter

Criterion 1: Mission and Key Design Elements

Mission Statement:

Sturgis offers Cape Cod students an intellectually rigorous education in the traditional liberal arts and sciences. Basic to the school's charter is membership in the International Baccalaureate Organization, a worldwide curriculum and examination system which offers students in member schools an opportunity to earn an IB Diploma or to earn certificates in individual IB courses. In order to earn the Diploma, students must take a wide range of academic courses, pass examinations and other assessments in these courses as well as participate in service to the community, be involved in creative and athletic endeavors, and write an extended essay. Currently, more than 5,000 schools in 156 countries are IB World Schools.

Our charter is unequivocal about the school's commitment to our curriculum and goals for instruction. Sturgis, it says, will offer students "...an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit." The Sturgis curriculum is based upon the premise of "International Baccalaureate for All". Thus, all courses in grades 11 and 12 are IB courses, and all courses in grades 9 and 10 are in preparation for the IB coursework in the upper class years. Accordingly, all students are required to take and pass four years of each of the core disciplines: English, history, mathematics, and science. In addition, Sturgis requires six years of foreign language, including at least two years of Latin and at least 4 years in either French or Spanish. Two years of the arts are required in the first two years. Required electives in the last two years give students the opportunity to take additional course work in foreign language, history, science, mathematics, computer science, psychology, business, music, art, and theater arts.

Instruction is designed to challenge all students to think independently, to express their thinking effectively in both speaking and writing, to learn from productive participation in small group interaction and problem solving, and to take responsibility for everyone's learning in their classrooms by thoughtfully listening and responding to others' ideas. Writing, both in and out of class, is used extensively as a vehicle for exploring and clarifying ideas as well as demonstrating the quality of understanding. Individual and group projects provide further opportunities for students to demonstrate the creativity and independence of thought we prize so highly. Evidence of the success of these efforts is reflected in our MCAS and IB results. Our commitment to educating the entire person is expressed in our requirement of participation for all IB Diploma students in athletics or action activities, a creative endeavor, and service to the school and/or community.

For specific evidence of successful implementation of the school's mission and key design elements, please review the section entitled Appendix A: Accountability Plan Objectives and Measures on p. 20.

Key Design Elements:

- Offering an International Baccalaureate (IB) for All coursework experience for all students
- College preparations and readiness (mission statement)
- Students focus on developing the traits in the IB Learner Profile

Criterion 2: Access and Equity

The most recent available data* from 2022-23 indicates that Sturgis has an in-school suspension rate of 1.3% and an out-of-school suspension rate of 0.7%. Since 2018, Sturgis has been working toward reducing the number of out-of-school suspensions using discipline practices that emphasize community and relationships. Further, students receiving in-school suspension are provided access to teachers and support staff throughout the day to ensure that students are making academic progress. The leadership team, including the Diversity, Equity, Inclusion and Belonging Coordinator, regularly monitor discipline data to look for and address any emerging disparities.

Under Sturgis’ mission statement of IB for All, all students have access to rigorous coursework regardless of past academic performance. Students who are multilingual learners, have special educational needs and have had a variety of previous academic experiences are all taking IB coursework in the 11th and 12th grade.

[Enrollment Data \(2023-24\) - Sturgis Charter Public \(District\) \(04890000\)](#)

SELECTED POPULATIONS 2023-24 SCHOOL YEAR	
Selected Populations	% of School
First Language not English	17.7%
English Learner	1.3%
Students with Disabilities	15.4%
High Needs	34.7%
Low-Income	21.3%

STUDENT DEMOGRAPHICS 2023-24 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	2.7%
Asian	3.6%
Hispanic	6.1%
Native American	0%
White	82.8%
Native Hawaiian, Pacific Islander	.1%
Multi-Race, Non-Hispanic	4.7%

[2022-23 Student Discipline Data Report by All Offenses - Sturgis Charter Public School \(04890505\)](#)

2022-23 Student Discipline

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	852	14	3.1	0.7	0
English Learner	13	1			0
Economically Disadvantaged	228	7	2.2	1.8	0
Students with Disabilities	137	8	5.1	2.2	0
High Needs	329	13	3.0	1.8	0
Female	513	3			0
Male	330	10	2.1	1.2	0
American Indian or Alaska Native	2				0
Asian	29	0			0
African American/Black	24	3			0
Hispanic/Latino	47	1			0
Multi-race, Non-Hispanic/Latino	32	1			0
Native Hawaiian or Pacific Islander	1				0
White	717	8	0.8	0.6	0

Criterion 4: Dissemination Efforts

Using the table below, provide evidence of how the school has provided innovative models for replication and best practices to 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 to 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, please see the Charter School Performance Criteria for more information: [Accountability - Massachusetts Charter Schools¹](#)

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Access to rigorous	International Baccalaureate Guide to Growth, Access and	Administration,	International Baccalaureate Organization	IBO Publication titled International Baccalaureate in the

¹

coursework for all students	Outcomes in US IB schools.			United States: Growth, access and outcomes.
IB for All	Sturgis teachers from every academic discipline participated in virtual curriculum/instruction roundtables for IB teachers from across New England.	Teachers	IB educators from across New England.	IB teachers from across New England collaborated with Sturgis teachers who implemented the IB program in an inclusive and non-selective environment.
Developing an IB school and School Leadership	Sturgis' Executive Director, DEIB Coordinator, and classroom teachers consulted with the founder of Apollo and High Res Pilots on developing English and Math curricula	Administration, teachers, DEIB coordinator	Founder, Apollo and High Res Pilots.	Leaders collaborated with Sturgis to learn about the implementation of the IB program in an inclusive and non-selective environment. The program founder spoke with Lead Teachers and curriculum experts about developing a course of study to prepare for post-secondary education.
IB curriculum. retaining effective teachers, developing school leaders	Visit to Sturgis including tour and consultation discussions with faculty and leadership.	Administration, teachers	MATCH Academy teachers and leaders	Leaders from both school participated in observations, consultations, and round table discussions in a day-long visit.
Leadership in schools through challenging times	Speaking engagement at Cape Cod Community College's Community Leadership Institute	Executive Director	Aspiring and current leaders who attended the institute.	Speaking engagement at Cape Cod Community College addressing charter schools, the role of charter schools in a community, and leading in a school setting.
Approaches to academic improvement	The Executive Director addressed the Charter School Association Assembly of Delegates Meeting	Executive Director	Massachusetts Charter Public School Association Assembly of Delegates semi-annual meeting of school leaders from Massachusetts	The Executive Director was asked to speak to the delegates about Sturgis' approach to addressing areas of academic growth and accelerating learning for students. In a presentation, delegates learned about Sturgis's new approach to learning communities for faculty to develop skills to address diversifying curriculum, scaffolding learning, and filling in gaps that remain from pandemic learning.
Supporting Anti-Racism	Sturgis students and staff hosted its fourth annual Anti-Racism Conference this year focusing on the theme "Unite and Empower" Student participants led	Sturgis teachers and students.	50 students and educators from various Cape high schools and community organizations attended.	Participants focused on identifying areas of growth for anti-racism in their own schools and defined their circles of influence where they can foster anti-racism.

	workshops on a variety of topics			
Creating an IB for All School that includes students on IEPs.	Sturgis former Special Education Coordinator (current DEIB Coordinator) met with Special Education staff at Martha's Vineyard Public Charter School	Administration	Martha's Vineyard Public Charter School, Hillary Smith and Mandy Tompkins	Martha's Vineyard Charter Public School revised some of its policies regarding students on IEPs being admitted into IB course work in the 11th and 12th grades.
Diversity, Equity, Inclusion and Belonging	Best practices for setting up a role within a school system for DEI	Administration	AMSEL (Association of Massachusetts School Equity Leaders)	Presentation of committee work completed by Sturgis's DEIB Coordinator, Scituate Public Schools DEI Director, Arlington Public Schools DEI Director, and BPS Director of Access and Equity.
Cape Cod DEI Leaders responding to changing demographics and committing to a sense of belonging for all Cape Cod students	Roundtable and community based discussions with school leaders who work on diversity, equity and inclusion on Cape Cod.	Administration	Falmouth Public Schools, Plymouth Public Schools, Falmouth Academy, and the Barnstable Human Rights Commission	Monthly meetings to share strategies, support initiatives, and provide support for work on diversity, equity and inclusion.

Academic Program Success

Criterion 5: Student Performance

[School and District Report Cards- Massachusetts Department of Elementary and Secondary Education Sturgis Charter Public School](#)

International Baccalaureate Student Performance

International Baccalaureate Exam Participation—Number of Certificates and Percentages of Students

	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Number of Students	195	195	196	207	206	186
Total Exams Taken	1109	1133	1068	1,179	1221	1077
Higher/Standard Level	475/634	475/658	475/593	476/706	494/727	440/673
Took at least 1 Exam	100%	100%	99%	98.5%	100%	100%
Took at least 3 Exams	99%	100%	96.9%	98%	100%	98.9%
Took at least 6 Exams	77%	97.5	63.8%	84%	86.9%	84.9%
IB Diploma Candidates	60.5%	57.4%	52.5%	52.1%	53%	60.2%
Special Ed Students/ Exams	35 took 177	33 took 164	27 took 132	49 took 230	24 took 122	36 took 178
High Needs	n/a	n/a*	n/a*	n/a*	n/a*	68 took 370

*data not tracked in these years

International Baccalaureate Exam Performance—Scores (1-7) and Percentages of Students

	Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023	Class of 2024
Results						
% of scores 3+	84.6%	92.7%	96.1%	88.9%	86.4%	84.5%
% of scores 4+	60%	67.5%	74.0%	64.2.%	61.1%	58.2%

% Special Ed scores 3+	66.6%	81%	90.1%	78.7%	64.7%	56.2%
% High Needs student scores 3+	n/a*	n/a*	n/a*	n/a*	n/a*	71.3%
Students						
% with at least one 3+	99.5%	100%	99%	99.8%	100%	98.9%
% with at least one 4+	93%	93%	93.8%	92.3%	96.6%	89.8%
% IB Diplomas achieved	53.3% (63/118)	66% (74/112)	84.5% (87/103)	66.6% (72/108)	55.8% (62/111)	53.6% (60/112)

***data not tracked in these years**

Criterion 6: Academic Delivery

Sturgis’ class offerings during the 2023-24 school year were fully back from any pandemic adjustments, and consistent with our pre-pandemic offerings. Students were scheduled into all their requested classes, and our 11th and 12th graders by-and-large had the same teachers guiding them through a looped two-year program of study. Students have an extended open-campus lunch of an hour’s length which allows for a great degree of individualized student support, participation in clubs/activities, and student socialization. Students have a half hour Advisory period each week in a small group with two teacher advisors. All teachers continued the pandemic period mandate to post assignments on Google Classroom. Our teachers, Student Support Teams, Child Study Teams, Special Education staff, and EL Department staff ensured that students received strong grade-appropriate instruction with just-in-time scaffolds when they were needed, in part through the consistent monitoring of student data such as attendance and grades. For a second year, Sturgis participated in the Panorama survey measuring student feelings, beliefs, and attitudes. These two years of data have influenced our planning, grouping, and curriculum choices. Additional SPED, EL, and counseling staff was hired to assist with student learning and well-being including the development of a staff member who will work specifically on implementing some tiered interventions for students who show early signs of struggling.

Sturgis set a vision for and established plans to foster a sense of belonging and partnership for students and families. We supported all students to attend school. Sturgis has a team who monitored attendance data daily, reached out to students prior to the first day of school, and called students/families who were not present. Our school policies and practices reinforced positive culture and climate. We planned pre-service PD to support teachers as they planned to build community and teach classroom routines in the first week of school. We reviewed disaggregated discipline data from the previous school years and identified trends in the data to address in the upcoming year. Our policies actively affirmed students and their diverse identities. We considered the multifaceted identities of our students and the need to provide windows, mirrors, and doors for all students. Our Diversity, Equity, Inclusion, and Belonging Coordinators crafted professional development opportunities to build understanding and skills in culturally responsive teaching practices. Our attendance rates, which had dipped in 2022, came back up to our usual levels. In particular, high needs students that were at 88% in 2022 were at 91% in 2023-24 school year as of March reporting. Through our learning communities, reflection on data from surveys and other sources, and continuing the practices outlined above, Sturgis students are attending school at a good rate.

Sturgis established systems to monitor students’ understanding. We ensured core content areas identified curriculum-aligned diagnostics, and clearly communicated that diagnostics are used for acceleration not remediation and should be used as a bridge to, not a barrier, to grade-level content. We devoted preservice PD time on how to utilize diagnostics to adjust year-long pacing guides to accelerate learning. We developed an assessment calendar with a limited number of rigorous assessments and set up a schedule for the fall where staff can come together to look at student work,

including work of students with disabilities and English learners. Our data meetings set norms that focused on dialogue that is culturally sustaining, and the building Principals facilitated these data meetings. In 2023-24, Sturgis established a number of Professional Learning Communities that teachers participated in. Newer teachers were part of a group that focused on the principles in *The Skillful Teacher*, while others spent the year exploring Academic Honesty, Differentiated Instruction, and explicit instruction of Study Skills Strategies for high school aged students.

Accelerated Learning During the 2023-24 School Year

Sturgis understands that belonging is an essential underpinning for achievement. Through Advisory, our DEIB office, and regular practices within curricular and co-curricular activities, Sturgis provides opportunities for students to experience a sense of belonging. Classroom materials, activities, clubs and sports all reflect and celebrate diversity in the following areas; race, gender-identity, sexual orientation, national origin, language acquisition, neurodiversity, and religious affiliation. In the 9th and 10th grades, participation in student orientation, welcome events, and team building opportunities help students develop a sense of themselves as members of our Sturgis "IB for All" community. This past year, Sturgis piloted a program for students who were struggling academically and socially to meet in short term small groups. Based on the effectiveness of this program, it will continue in academic year 2024-25.

Under our IB for All mission, all students have access to high quality, rigorous IB instruction in the 11th and 12th grades. In 9th and 10th grades, all students are engaged in classes to prepare them for the IB program in 11th and 12th grades. The school annually reviews the IB test score data for the 11th and 12th graders to determine progress and participation. In accordance with the IB organization's curriculum standards and the Massachusetts Frameworks, Sturgis teachers continually revise and evaluate the curriculum choices in their classes through cross campus, department, and teacher-to-teacher collaboration. Using the framework of the IB organization's Approaches to Learning, each teacher teaches thinking skills, communication skills, social skills, self-management skills and research skills. Both counselors and study hall teachers work with 9th and 10th grade students on healthy skills development, habits of mind, and attitudes toward learning. The Student Support Team monitors progress for all students and considers demographic data to ensure that disproportionate numbers of any one demographic group are not outliers for academic access, participation, or achievement.

Students are instructed on skills necessary for accessing rigorous coursework. Our Advisory program provides students with time management skills, communication skills, leadership opportunities, and chances to reflect on their academic performance. Teachers receive instruction and support to use our DCAP to scaffold and differentiate in order to reach all students. Teachers participate in formal and informal observations as well as voluntary Learning Walks to observe teaching. All students entering 9th grade take a math assessment. Based on this assessment they can have a differentiated experience in 9th grade. Students are able to participate in Fast Track Math (non credit) in order to advance a level in math if they are making strides in their initial math placement. Students who have done poorly on MCAS in the past have access to MCAS prep courses in English and Math for 6 weeks prior to the assessment. In all content areas, as part of their high quality course work, students are required to participate in group activities, presentations, and projects. These frequently include a self-reflection component that encourages students to review their work. Students are encouraged to work on the ten traits in the IB Learner Profile.

This academic landscape has led to a renewed commitment to our multi-level, tiered system of support for students. In addition to the aforementioned small groups for students, inclusion staff has been added for teachers to support students across a spectrum of needs. The Special Education and Multilingual Learner departments have offered special meetings and materials to insure that teachers have the tools they need for diverse learner classrooms.

Organizational Viability

Criterion 10: Finance

A. Unaudited FY23 statement of revenues, expenses, and changes in net assets (income statement)

B. Note: There is no capital plan

Budget Approved by Board of Trustees on May 20, 2024

Sturgis Charter Public School Budget 2024-2025		
	Tuition Revenue	18,467,237
	Grant Revenue	215,000
	Interest Income	85,000
	Athletic Fee Income	55,000
	Miscellaneous	12,000
	Total	18,834,237
6010-00 · Salaries		13,222,218
6015-10 · Payroll Processing Fees		12,000
6125-00 · Benefits		
	6125-02 · Health & LTD Insurance	1,136,450
	6125-11 · Social Security	322,000
	6125-13 · MA Unemployment	51,120
	6125-31 · Workers Compensation	89,000
6150-00 · Stipends and Part-Time Pos		
	6150-01 · Tutors	54,000
	6150-50 · Stipends, Substitutes	101,000
6175-00 · Professional Development		
	6175-01 · IB Training	28,000
	6175-11 · Workshops	9,900
	6175-00 · Professional Dev. Other	30,000
6201-00 · Testing & Assessment		
	6201-05 · IB Administration Costs	13,660
	6201-10 · IB Exams	161,821
	6201-20 · Diagnostic Testing	75,000
	6201-00 · Testing & Assess- Other	30,000
6210-00 · Student Services		
	6210-01 · Transportation	9,500
	6210-11 · Food	72,000
	6210-00 · StudentServices - Other	2,500
6700-01 · Orientation/Graduation		52,000
	6700-05 Sturgis Art Council	1,000
	6700-10 Athletics	399,000
	6220-01 · Accounting/Audit	26,000
	6220-05 · Ed. Liability Insurance	25,000
	6220-10 · Legal Services	24,000
	6220-20 · Consulting	4,500

	6230-01 · Custodial/ & Snow	13,000
	6300-01 · Telephone	15,000
	6300-30 · Computer Contract	4,000
	6300-40 · Copier-Lease-Contracts	36,000
6410-00 · Instructional Supplies		
	6410-01 · Textbooks	12,500
	6410-10 · Library Books,Materials	11,500
	6410-30 · Other Materials	120,000
	6410-40 · Furniture & Fixtures	4,000
	6410-50 . Technology	239,000
	Sturgis Charter Public School	
	Budget 2024-2025	
6420-00 · Administrative Supplies		
	6420-01 · Software	500
	6420-10 · Office Supplies	28,000
	6420-15 · Dues & Subscriptions	66,000
	6420-20 · Furniture & Fixtures	1,200
	6420-05 · Postage & Shipping	5,600
	6420-90 · Bank Service Charges	100
	6420-99 · Miscellaneous	500
6430-00 · General Supplies		
	6430-01 · Misc-Supplies	1,500
	6430-02 · Custodial Supplies	19,500
	6430-11 · Medical Supplies	8,000
6600-01 · Printing		7,800
6600-05 · Advertising & Recruiting		11,000
6600-90 · Other		8,500
6800-01 · Rent		1,774,200
6800-07 · Property Insurance		73,000
6800-10 · Water		22,000
6800-20 · Gas		42,500
6800-25 · Electricity		175,000
6800-30 · Security Alarm		16,000
6800-31 · Waste Disposal		14,000
6800-35 · Maintenance & Repairs		80,000
6800-40 · Renovations	Special Maint. Projects	14,000
	Total Expenses	18,775,569
	DEPRECIATION	49,000

	TEMPORARY SURPLUS	9,668

Balance Sheet: June 30, 2024

				Jun 30, 24
ASSETS				
	Current Assets			
		Checking/Savings		
			Rockland Trust	2,817,943.76
			TD Bank	13,718.22
			TD Bank MoneyMarket	186,739.38
			TD Bank Payroll Account	91,321.43
		Total Checking/Savings		3,109,722.79
		Other Current Assets		
			Undeposited Funds	105,966.19
		Total Other Current Assets		105,966.19
	Total Current Assets			3,215,688.98
	Fixed Assets			
		Accumulated Depreciation		
			Accum depr-00	-125,870.47
			Accum Depr-00-01	-6,003.00
			Accum Depr-Equipment	-179,681.44
			Accum Depr-Furniture & Fixtures	-19,758.85
			Accum Depr-LHI 1998	-52,514.93
			Accum Depre. L/I 1999	-25,538.00
			Accum Deprec-Leaseholds 2002	-85,310.00
			Accumulated Depreciation - Other	-428,162.81
		Total Accumulated Depreciation		-922,839.50
		Computers/language lab		12,019.80
		Equipment		74,534.72
		Furniture & Fixtures		158,480.69
		Leasehold Improvements		
			Leasehold Improv-1998	408,445.13
			Leasehold Improvements-1999	285,775.00

			Leasehold Improvements-2001		146,085.20
			Leaseholds-2002		113,297.00
			Leaseholds-2003		97,706.80
			Leaseholds -2000		239,367.89
			Leaseholds Impr-2004		241,992.32
			Leasehold Improvements - Other		37,807.00
		Total Leasehold Improvements			1,570,476.34
	Total Fixed Assets				892,672.05
TOTAL ASSETS					4,108,361.03
LIABILITIES & EQUITY					
	Liabilities				
		Current Liabilities			
			Accounts Payable		
				Trade Accounts Payable	299,935.82
			Total Accounts Payable		299,935.82
			Other Current Liabilities		
				414 H Payable	95,333.28
				Accrued Expenses	200,000.00
				Accrued Wages	1,824,052.96
			Total Other Current Liabilities		2,119,386.24
		Total Current Liabilities			2,419,322.06
		Long Term Liabilities			
			Student Escrow		105,966.19
		Total Long Term Liabilities			105,966.19
	Total Liabilities				2,525,288.25
	Equity				
		Retained Earnings			1,573,513.61
		Net Income			9,559.17
	Total Equity				1,583,072.78
TOTAL LIABILITIES & EQUITY					4,108,361.03

Profit and Loss Statement

									Jul '23 - Jun 24
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	Ordinary Income/E xpense					
			Income			
				Grant Revenue		278,840.00
				Miscellaneous		
					Athletic Fees Income	53,931.47
					Fees	6,180.00
					Miscellaneous - Other	17,662.31
				Total Miscellaneous		77,773.78
				Tuition		17,652,260.00
			Total Income			18,008,873.78
		Gross Profit				18,008,873.78
			Expense			
				Co-Curriculum		
					Athletics	339,176.89
					Orientation/Graduati on	45,291.86
					Sturgis Arts Council	137.10
				Total Co-Curriculum		384,605.85
				Marketing & Development		
					Advertising & Recruiting	15,042.62
					Other	7,950.54
					Printing	5,382.46
				Total Marketing & Development		28,375.62
				Physical Plant		
					Depreciation	50,000.00
					Electricity	129,510.12
					Gas	38,945.69
					Maintenance & Repairs	89,064.85
					Property Insurance	96,174.48
					Rent	1,774,200.00
					Security/ Fire Alarm	23,554.37
					Sewer	717.79
					Special Maint. Projects	11,107.69
					Waste Disposal	14,774.10
					Water/ Sewer	19,711.94
			Total Physical Plant			2,247,761.03
			Salaries & Benefits			
				Benefits		
					Health & LTD Insurance	1,287,705.01

					MA Unemployment	27,094.63
					Social Security	298,688.68
					Worker's Compensation	64,074.78
					Total Benefits	1,677,563.10
					Payroll Processing Fees	9,537.04
					Professional Development	
					IB Training	31,051.63
					Other	21,743.93
					Travel & Workshops	8,071.04
					Professional Development - Other	1,699.61
					Total Professional Development	62,566.21
					Salaries Stipends and Part-Time Pos	12,503,702.16
					Substitutes	97,102.06
					Tutors	50,320.78
					Total Stipends and Part-Time Pos	147,422.84
					Total Salaries & Benefits Services & Contracts	14,400,791.35
					Building Services	
					Snow Removal	8,800.00
					Total Building Services	8,800.00
					Other Services	
					Copiers-Lease-Contracts	33,744.40
					Telephone	26,276.64
					Total Other Services	60,021.04
					Professional Services	
					Accounting/Audit	24,000.00
					Consulting	7,005.00
					Educators Liability Insurance	19,107.52
					Legal Services	11,606.20
					Total Professional Services	61,718.72
					Student Services	
					Food	59,287.88
					Transportation	16,643.16
					Total Student Services	75,931.04
					Testing & Assessment	
					Diagnostic Testing	72,757.50
					IB Administration Costs	12,983.00
					IB Exams	134,862.00

					Other-OT Other	32,108.55
					Total Testing & Assessment	252,711.05
				Total Services & Contracts		459,181.85
				Supplies & Equipment		
				Administrative Supplies		
					Dues and Subscriptions	61,157.69
					Office Supplies	29,624.38
					Postage & Shipping	6,418.83
				Total Administrative Supplies		97,200.90
				General Supplies		
					Custodial Supplies	45,302.99
					Medical Supplies	6,533.05
				Total General Supplies		51,836.04
				Instructional Supplies		
					Furniture & Fixtures{246}	20,336.00
					Library Books & Materials	12,356.41
					Other Materials	86,804.63
					Technology	290,582.56
					Textbooks	14,305.76
				Total Instructional Supplies		424,385.36
				Total Supplies & Equipment		573,422.30
			Total Expense			18,094,138.00
	Net Ordinary Income					-85,264.22
	Other Income/Expense					
		Other Income				
			Other Income			
				Interest Income		94,823.39
			Total Other Income			94,823.39
		Total Other Income				94,823.39
	Net Other Income					94,823.39
Net Income						9,559.17

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 2024 submission	821
Number of students upon which FY24 budget tuition line is based	821

Number of expected students for FY24 first day of school	840
Please explain any variances: Variance is related to withdrawals that have not yet been filled.	

Appendix A: Accountability Plan Evidence for 2023-24

Faithfulness to Charter: Objectives and Measures related to Mission and Key Design Elements

Faithfulness to Charter

	2023-24 Performance M (Met) NM (Not Met)	<u>Evidence (Include detailed evidence with supporting data or examples.)</u>
Objective: Sturgis will offer an International Baccalaureate (IB) for All coursework experience for all students.		
Measure: Annually, 82% of seniors will take at least 6 IB exams.	M	84% of seniors took 6 IB exams.
Measure: Annually, for seniors designated as high needs, the average number of IB exams taken will be 4.8.	M	The average number of exams taken by High Needs students was 5.4.
Objective: Sturgis will seek to ensure college preparation and readiness for all students.		
Measure: Annually, 90% of graduates will enroll in post-secondary education for the following fall semester.	NM	For 2023, 81% of students have enrolled in post-secondary education. Data for 2024 is not yet available.
Measure: Annually, 80% of graduates designated as high needs will enroll in post-secondary education for the following fall semester.	NM	For 2023, 75% of High Needs students were enrolled in post-secondary education. Data for 2024 is not yet available.
Objective: Students focus on developing the traits in the IB Learner Profile.		
Measure: Annually, with a student response rate goal of at least 80% of all students, each year an average of 85% of students surveyed will strongly agree or agree that Sturgis has had a positive effect on developing their own IB Learner Profile Traits.	NM	80% of students responded to the survey about the development of IB Learner profile traits, with at least 80% of respondents agreeing or strongly agreeing that Sturgis has had a positive effect on developing these traits.
Measure: Annually, aligned with the IB Learner Profile Trait of communicator, 15% of	NM	In 2024, 10% of students achieved the Seal of Biliterycy.

seniors will earn the Massachusetts' Seal of Biliteracy.		
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Dissemination

	<u>2023-24</u> <u>Performance</u> <u>M (Met)</u> <u>NM (Not Met)</u>	<u>Evidence (Include detailed evidence with supporting data or examples.)</u>
Objective:		
Partner with a local school district regarding academic programming.		
<u>Measure:</u> During the term of our charter, Sturgis will develop a relationship with a district high school partner and collaborate annually on best practices for increasing diversity, inclusion, belonging and equity, such as hiring and recruitment of faculty from traditionally marginalized groups as well as recruitment and retention of students from traditionally marginalized groups.	M	The DEIB Coordinator has partnered with Plymouth and Falmouth DEI Directors and joined the Association of Massachusetts School Equity Leaders. Through these partnerships, progress is being made on this objective. The districts have collaborated on strategies for retention and recruitment of faculty and students.
<u>Measure:</u> Sturgis will share its Diversity, Equity, Inclusion and Belonging Plan and Strategies with at least one local district high school.	M	Sturgis has shared its DEIB Plan with Plymouth, Falmouth and Falmouth Academy.
<u>Measure:</u> Sturgis will invite area educators, community members, and students to one event annually that focuses on issues of diversity, equity, inclusion and belonging.	M	Area educators, students, and community members were invited to two events at Sturgis that focused on DEIB. In October, Sturgis hosted a Fiesta Latina and in April, Sturgis hosted the M.A.R.C.H. Conference on antiracism.

Appendix B: Recruitment and Retention Plan 2024-25

School Name: Sturgis Charter Public School

2023-24 Implementation Summary

Our recruitment strategies have contributed to the consistently strong percentage of our ninth-grade class receiving special education services with some slight increases in recruitment of students from LEP/EL and low income populations.

New strategies were implemented to generate a sense of belonging once students were accepted through the lottery and before starting school.

Students on the waiting list were encouraged to participate in accepted student events. Summer mailings and additional information session options were added and enhanced. The summer mailing included information about sports, clubs, and upcoming field trips for 9th graders when they enter Sturgis.

As has historically been true, the significant number of siblings enrolled in the entry class impedes the success of our efforts to recruit students from demographic groups.

Social media advertising and promotion through our social media accounts was utilized for recruitment.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2023-2024:

- Sturgis information tables will be available at community events and centers. We added information booths to the Hyannis Winter Stroll, Hyannis Open Streets, and the Amplify POC Winter Craft Fair.
- Used QR codes to link to information and application materials on flyers and at information booths in community events.
- Shared community building, athletic, arts, and academic events on social media with consistent frequency
- Virtual evening Information Sessions during enrollment period in December-January with opportunities to ask questions of current students and faculty.
- Student-led tours of the East + West Campuses during enrollment period in December-January.
- 8th & 9th students were invited to shadow a Sturgis student for a half or full day (returning to pre-pandemic practice).
- Optional individual parent/student meetings with school leaders.
- Participation in 8th grade high school fairs with trilingual recruiting materials, and multilingual student and faculty representation.
- Trilingual recruiting flyers in English/Portuguese/Spanish sent to all grade 8 & 9 families in our region.
- Trilingual recruiting flyers distributed at community centers, food pantries, and housing assistance centers that serve low income and limited English families.
- Statements at our information sessions and in the trilingual recruiting flyers affirm that low income and special education students and English Language Learners are welcome and will be well-served at Sturgis, regardless of their academic skills.
- Statement included on the application that Sturgis' admissions process does not use information on the application regarding home language, immigration status, English proficiency, race/ethnicity, income level, or special education status.
- Posted information about enrollment period and activities on our social media sites through the school account, the school board, and the parent pages.
- Developed videos that were shared on social media and our website featuring current students sharing their experiences.
- Ran paid advertisements on Facebook and Instagram through the enrollment period.

- Reviewed the students who had shadowed but not yet applied and called home to see if they needed additional information.
- Current students sent postcards to accepted students and the first 100 students on the waitlist.
- Checked the current waitlist for grade 9 to ensure that they re-applied for grade 10 during enrollment period.
- Accepted students and the first 100 on the waitlist were added to an email list that kept them updated about spring events at Sturgis, including a Welcome Event for lottery winners and all waitlisted students.
- Waitlisted students invited to attend all incoming student events.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.4% CI percentage: 16.1%</p> <p>The school was below CI percentages</p>	<p style="text-align: center;">(b) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● A special education student will be on the panel of presenters at each prospective parent and student Information Session. ● Prospective students may request to shadow a student who receives additional academic supports at the request of the family/student. ● The Special Education Coordinator will meet with parents and students requesting information about special education services. ● Special Education section of the website was updated. ● Sturgis’ website was updated to include a read aloud component to increase accessibility on the website. ● Special Education Parent Advisory Council representation at events for potential incoming students ● Advertise and hold dedicated Special Education Information Sessions for interested 8th graders and their parents during the enrollment period, led by Special Education personnel and current Sturgis students on IEPs. ● Employ community connections such as the Cape Cod Family Resource Center, Bay Cove, the Cape Cod Collaborative, and Waypoint to inform their personnel regarding the quality of educational experience that the school offers to students who face significant challenges. ● Have students on IEPs volunteer at welcome events to share their experiences with student support services.
	<p style="text-align: center;">(c) 2024-2025 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Special education staff and parent members of Sturgis’ Special Education Parent Advisory Council will connect with members of SEPAC groups at an area middle school, providing the parents with information and flyers.

Limited English-proficient students/English learners

	<p style="text-align: center;">(b) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> ● For students and families who are LEP and contact the school regarding admission, an interpreter +/-or current students and parents who speak the language of the
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<p>(a) CHART data School percentage: 1.3% CI percentage: 3.4%</p> <p>The school is below CI percentages</p>	<p>student and/or family will contact the student/family to mentor them in the process of admission.</p> <ul style="list-style-type: none"> ● Recruiting brochures and bilingual flyers placed in community centers and Portuguese language classes that serve limited English families. ● Sturgis will make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages. ● Recruiting information sent to Latino WhatsApp groups ● Bilingual students are panelists at Information Sessions. ● Separate trilingual mailing will be sent to grade 8 students and parents in districts that have significantly higher LEP student populations than Sturgis. ● Families were invited to cultural events and encouraged to bring siblings who may be interested in applying to Sturgis. Specific, targeted information about events was sent to Spanish and Portuguese speaking families. ● Sturgis has partnered with Provincetown Public Schools to arrange a shadow day where all Provincetown eighth grade students visit and attend classes at both Sturgis East and Sturgis West. ● Trilingual enrollment information was sent to community organizations, including churches, that serve non-English speaking populations. ● Sturgis continues to maintain relationships between Spanish/Portuguese speaking community outreach staff and the community organizations. ● Encourage community organizations to use our community space on 529 Main St. ● Sturgis now has an full-time EL Coordinator for the district and an ELL Teacher at each campus. In addition, there are 4 members of the Multilingual Learner Department that provide in class support for the ELs and FELs. There is a full time, dedicated Administrative Assistant to the department that supports parents and students. ● The English Language Learner Department is now the Multilingual Learner Department in order to be more inclusive. ● Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis as Multilingual Learners. ● Provide tours of the campus led by Portuguese speaking students ● Increase outreach to additional EL/FEL populations regionally using the same strategies of partnering with the community organizations that were effective for the Brazilian/Portuguese speaking community.
<p>(c) 2024-25 Additional Strategy(ies), if needed</p>	<ul style="list-style-type: none"> ● Increasing accessibility of information sessions and materials with improved translation devices. ● Streamlining the process to access information about transportation for families.
<p>Low Income/Economically Disadvantaged Students</p>	
<p>(a) CHART data</p>	<p style="text-align: center;">(b) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> ● The application for free/reduced lunch visible on the school’s website. ● Sturgis is becoming a participant in the National School Lunch Program by 2025. ● An announcement about the availability of free or reduced lunches will be sent to all prospective parents. ● Sturgis advertises that all students have access to a 1:1 Chromebook program ● Fee waivers available for calculators, CCRTA pass, parking, sports, and educational field trips. ● Transportation information was streamlined for prospective families and offered at Welcome Event. ● Sturgis brochures and bilingual flyers will be placed at food pantries, Boys & Girls Club, YMCA, BayCove Community Based Health Clinic, Department of

<p>School percentage: 21.3% CI percentage: 32.6%</p> <p>The school is below CI percentage.</p>	<p>Transitional Assistance offices, Career Opportunities office, Housing Assistance Corporation office, and low income housing complexes, thrift shops, and the Salvation Army.</p> <ul style="list-style-type: none"> ● Through Sturgis’ aforementioned partnerships, Sturgis aims to better target its recruitment of students who are economically disadvantaged. ● Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis. <p>(c) 2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Continuing to strengthen partnerships with community resources for housing insecurity such as Housing Assistance Corp, Homeless Prevention and Independence House. ● Share enrollment materials with community-based health centers such as BayCove and Outer Cape Health. ● Increase our presence with student representatives at free, family friendly events on Main St in Hyannis, such as Hyannis Open Streets, the Unity Days, and Amplify POC events. ● School nurses will work with families to maintain/acquire insurance through MassHealth as needed. ● Review economic barriers present for students who are low-income and develop strategies and fund streams to support access to all aspects of student life in a way that reduces any potential stigma. Communicate these strategies with all lottery applicants and on our website.
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2023-2024 Strategies</p> <ul style="list-style-type: none"> ● During prospective parent and student Information Sessions, presenters will emphasize the extensive amount of tutoring that is available to all students from teachers and upper class student tutors and the success that many students have had in improving their academic performance. ● Created a more welcoming environment for our incoming student assessments that includes community building activities. ● Developed videos that were shared on social media and our website that highlight students who experienced academic growth while at Sturgis. ● Continued development of classes and support/tutoring opportunities to implement interventions for students who experienced learning loss during the Covid learning years. <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Small group interventions for students who require a more targeted intervention strategy.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> ● The school will emphasize at student and parent Information Sessions and in promotional flyers small class size, during and after school tutoring support, low student/counselor ratios, and its success with students who previously faced significant challenges. ● PASS program for students who are facing emotional, behavioral or attendance challenges that are interfering with the ability to remain in school. ● Increased School Adjustment Counselors to 3 FTE. ● Careful consideration of class scheduling in order to maintain peer connections. <p>2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> ● Provide additional and/or enhanced strategies needed.

<p><u>Students who have dropped out of school</u></p>	<p align="center">(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • The building Principal sends a letter to any student who has dropped out of school informing them of the school’s willingness to help said student with their educational planning. <p align="center">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Provide additional and/or enhanced strategies needed.
<p align="center">OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> • Developed a partnership with the NAACP to encourage African-American and multi-racial applicants. • Encouraged Amplify POC and Belonging Books to use the community space at 529 for their community based events • Provided a regional conference on Antiracism and invited middle school students to attend. • Included and highlighted BIPOC organizations in our 4th Annual MARCH Conference. • Sent student presenters to 2 Human Rights Conferences as participants and presenters to increase visibility to middle school students. • Built connections with the Herring Run and Wampanoag Tribes. • Established connections with the Cape Cod Synagogue and Barnstable No Place for Hate.

**Retention
Plan
2023-2024**

<p>Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2022-23 Retention Plan.</p>
<p align="center">2023-24 Implementation Summary:</p> <ul style="list-style-type: none"> • Sturgis did not meet its overall goal this year of 97.5 and had an retention rate of 95.7%. • Despite the DEIB emphasis on belonging and the new partnerships with the Family Resource Center, PASS Program and Bay Cove Crisis Center, retention rates were slightly lower this year. • Through the new Diversity, Equity, Inclusion and Belonging Department there were events offered to increase a sense of belonging for the target groups, especially Multilingual Learners and their caregivers/families. • Developed and strengthened partnerships with Family Resource Center, the PASS Program, Bay Cove Crisis Center, and Independence House. • There will be increased emphasis on targeting students who are struggling with the adjustment to high school, with enhanced earlier interventions from our MTSS.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	97.5%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.9% Third Quartile: 13.3%</p> <p>The school is below third quartile percentages.</p>	(b) Continued 2023-24 Strategies
	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Each year, Sturgis has hired additional paraprofessionals to support students on IEPs. ● Sturgis has extensive supports for students on IEPs, including 6 certified Special Education teachers, 2 Special Education Lead Teachers, a Special Education Coordinator, 2 School Adjustment Counselors, a Speech Language Pathologist, a School Psychologist, Reading Intervention teachers, Transition Coordinators, and more than 15 paraprofessionals. ● ESY programs are available as needed
	(c) 2024-25 Additional Strategy(ies), if needed
	<p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: 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>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 7.7% Third Quartile: 21.88%</p> <p>The school is below third quartile percentages</p>	(b) Continued 2023-24 Strategies
	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Multilingual Learner staff/faculty increased to 2 English Learner teachers, 3 Support teachers, 1 FTE EL Coordinator, 1 FTE Administrative Assistant. ● SEI course offered for all teachers at no cost to the teacher. Additional study groups available to prepare for the SEI MTEL. ● Training and coaching provided to content area teachers on implementation of SEI strategies in the classroom. ● Student panel for faculty on the challenges of migration and immigration supported by the Diversity, Equity, Inclusion and Belonging office. ● Increased support outside of the classroom through teacher and peer tutoring. ● Development of ELPAC. ● Increase participation of ELs in co-curricular activities through communication with families and support to access transportation.
	(c) 2024-25 Additional Strategy(ies), if needed
	<p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.2% Third Quartile: 12.7%</p> <p>The school is below third quartile percentages.</p>	(b) Continued 2023-24 Strategies
	<p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Sturgis provides qualified students with free/reduced lunch, reimburses said students for transportation costs, and provides fee waivers for athletics, arts, and other extracurriculars. Also, Sturgis pays for all IB related costs for all students, and Sturgis has a benevolent fund to pay for equipment costs (instruments and calculators) for students with special circumstances.

	<ul style="list-style-type: none"> School counselors work with students to access fee waivers for college applications and participate in college visits. <p style="text-align: center;">(c) 2024-25 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. 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> <ul style="list-style-type: none"> Sturgis is exploring partnerships with food vendors that can fulfill the requirements of the National School Lunch Program.
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> Student Support Teams will identify students who are sub-proficient within the first quarter of school Counselors and advisors meet individually with the students and plan supports and assistance. Child Study Teams meet to discuss individual students and determine supports needed. Annual review of the DCAP to outline available accommodations for students who are not meeting expectations or benchmarks. Enhanced MTSS including a suggested menu of tiered interventions that can be implemented in the classroom. Student Support Plans between teacher and student are created to set goals and determine potential barriers to academic progress. Incoming 9th graders who perform below grade level on assessment tests are provided with additional support in core areas. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> Student Support Teams will identify students who are at risk of dropping out within the first month of school and throughout the school year Counselors and advisors will meet with students and plan supports and assistance. Child Study Teams meet to determine strategies, student strengths, and identify supports that can be implemented. Partnership with community organizations to engage students on multiple levels. Careful consideration is given to class choice to maintain peer connections. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) Continued 2023-24 Strategies</p> <ul style="list-style-type: none"> The building Principal sends a letter to any student who has dropped out of school informing them of the school's willingness to help said student with their educational planning. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2023-24 Strategies</p> <ul style="list-style-type: none"> Student Support Teams will identify students whose race/ethnicity are other than white within the first month of school in order to monitor for continued academic achievement and participation. Counselors and advisors will meet with students and plan supports and assistance. Counselors and Advisors encourage students to attend clubs and activities that will provide community connections both in and out of school.

	<ul style="list-style-type: none"> Name change options standardized for students who are undergoing gender affirming name and/or pronoun changes. School adjustment counselors, counselors, EL teachers and the DEIB office meet regularly to identify students who are not making connections to other students or teachers and plan additional interventions for those students. Professional learning communities focused on equity will be implemented. <p style="text-align: center;">2024-25 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Building-based equity teams developed and implemented
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Appendix C: School Data Tables

ADMINISTRATIVE ROSTER DURING THE 2023-24 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Paul Marble	Executive Director	August 2004	NA
James Albrecht	Director of Finance and Operations	August 2004	NA
Jennifer Kirk	Principal	August 2007	NA
Patrick O’Kane	Principal	August 2009	NA

TEACHERS AND STAFF ATTRITION FOR THE 2023-24 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during 2021-22 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	112	2	9	Other employment in education = 5 Retirement = 2 Personal reasons = 4 Further education = 0
Other Staff	53	0	3	Other employment in education = 0 Retirement = 0 Personal reasons = 1 Further education = 2

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

[Board of Trustees Webpage](#)

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
Polyanna Rocha	President	Finance, Personnel	1	11/21-6/24	2030
Kaitlin Doherty	Faculty Rep	Personnel	1	09/22-6/24	2024
Aimee Foster	Trustee		1	04/22-04/27	2033
Gordon Harris	Vice-President	Board Development	1	07/23-07/26	2032
Eric Hieser	Trustee	Board Development	1	06/22-06/25	2031
Arthur Pontes	Trustee	Planning for Change	1	08/21-06/24	2030
Tim Telman	Treasurer	Finance	1	02/23-02/26	2032
Theresa Tuano	Trustee	Planning for Change	2	02/21-02/24	2027
Marion Weeks	Secretary		3	08/23--08/26	2026
Paul Marble	Exec. Dir/Trustee	Personnel, Planning for Change, Finance	NA	07/16-end of tenure	End of tenure as Executive Dir.

Appendix D: Additional Required Information

Facilities:

Address	Dates of Occupancy
427 Main Street, Hyannis MA	August, 1998
105 West Main Street, Hyannis, MA	August, 2012
529 Main Street, Hyannis MA	September, 2017
20 Pearl Street, Hyannis MA	September, 2010
20R Pearl Street, Hyannis MA	September, 2010
441 Main Street, Hyannis MA	December, 2021

Enrollment:

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2023-2024 school year?

Action	Date(s)
Student Application Deadline	January 10, 2025
Lottery	January 17, 2025

Appendix E: Conditions, Complaints, and Attachments

Conditions: None

Complaints: No official written complaints were received by the Board of Trustees during the 2023-24 school year.

Attachments: None

Board of Trustees: [Sturgis Webpage for Board of Trustees](#)