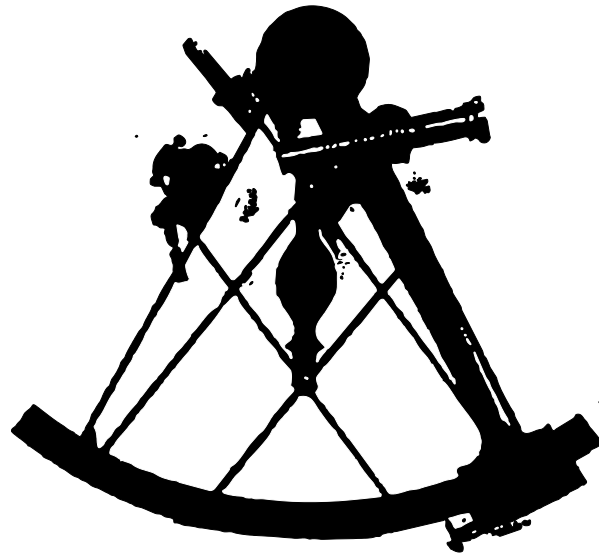


STURGIS CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2022-23



**Sturgis Charter Public School
427 Main Street**

Hyannis, Massachusetts 02601

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Date Submitted: July 31, 2023

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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 2022-23	122
School Hours	8:20 a.m.—3:10 p.m.	Age of School	25 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.

Letter from the Chair of the Board of Trustees: Not Provided

Network Requirements: Not Applicable

School Performance and Program Implementation

Faithfulness to Terms of Charter

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 IB prep. 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 two years of the language Latin and at least 4 years in one of the languages. 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, 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. 18.

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

Amendments to the Charter: Sturgis did not request any charter amendments during the 22-23 school year.

Access and Equity: Discipline Data

The most recent available data* from 2021-22 indicates that Sturgis has an in-school suspension rate of 4.3% and an out-of-school suspension rate of 0%. 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.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	861	38	4.3	0.3	0.0	0.0	0.0	0.0	0.0
English Learner	9	2							
Low income	240	17	6.7	0.4	0.0	0.0	0.0	0.0	0.0
Students w/disabilities	161	20	11.8	1.2	0.0	0.0	0.0	0.0	0.0
High needs	353	28	7.6	0.6	0.0	0.0	0.0	0.0	0.0
Female	498	19	3.8	0.2	0.0	0.0	0.0	0.0	0.0
Male	361	19	5.0	0.6	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	3								
Asian	25	0							
Afr. Amer./Black	24	4							
Hispanic/Latino	51	3							
Multi-race, Non-Hisp./Lat.	27	2							
Nat. Haw. or Pacif. Isl.	1								
White	730	28	3.7	0.3	0.0	0.0	0.0	0.0	0.0

*<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04890505&orgtypecode=6&=04890505&>

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 2022-2023 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organization 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:

<http://www.doe.mass.edu/charter/acct.html?section=criteria>¹

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)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	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.)
Developing an IB school and School Leadership.	Ongoing Support of Wolf Academy (part of St. Andrew's School in Rhode Island) as they develop schoolwide structures for being an inclusive IB school.	Administration, Teachers.	Mission and Key Design Elements	St. Andrew's administrators and teachers.	St. Andrew's school systems/structures have evolved.
IB for All	Sturgis teachers from every academic discipline participated in virtual curriculum/instruction roundtables for IB teachers from across New England.	Teachers	Mission and Key Design Elements	IB educators from across New England.	IB teachers from across New England collaborated with Sturgis teachers who implement the IB program in an inclusive and non-selective environment.
Developing an IB school and School Leadership	Sturgis' Executive Director consulted with administrators of DC International School and East Greenwich (RI) High School to assist with their IB efforts.	Administration.	Mission and Key Design Elements	School administrators.	Leaders from these schools collaborated with Sturgis to learn about the implementation of the IB program in an inclusive and non-selective environment.
Supporting Anti-Racism	Sturgis students and staff hosted its third annual Anti-Racism Conference this year	Sturgis teachers and students.	Social, Emotional, Health Needs	80 students and educators from various Cape high schools 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.

	<p>focusing on the theme “Sustainable Urgency.” Student participants led workshops on a variety of topics including “It Takes a Village: The Importance of Community Collaboration in Centering Students of Color.”</p>				
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Academic Program Success: Student Performance

Sturgis Charter Public School's report card link is <https://reportcards.doe.mass.edu/2022/districtreportcard/04890000>

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
Number of Students	195	195	196	207	206
Total Exams Taken	1109	1133	1068	1,179	1221
Higher/Standard Level	475/634	475/658	475/593	476/706	494/727
Took at least 1 Exam	100%	100%	99%	98.5%	100%
Took at least 3 Exams	99%	100%	96.9%	98%	100%
Took at least 6 Exams	77%	97.5	63.8%	84%	86.9%
IB Diploma Candidates	60.5%	57.4%	52.5%	52.1%	53%
Special Ed Students/ Exams	35 took 177	33 took 164	27 took 132	49 took 230	24 took 122

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
Results					
% of scores 3+	84.6%	92.7%	96.1%	88.9%	86.4%
% of scores 4+	60%	67.5%	74.0%	64.2.%	61.1%
% Special Ed scores 3+	66.6%	81%	90.1%	78.7%	64.7%
Students					
% with at least one 3+	99.5%	100%	99%	99.8%	100%
% with at least one 4+	93%	93%	93.8%	92.3%	96.6%
% IB Diplomas achieved	53.3% (63/118)	66% (74/112)	84.5% (87/103)	66.6% (72/108)	55.8% (62/111)

Academic Program

Sturgis' class offerings during the 2022-23 school year were consistent with what was typically offered prior to the pandemic. 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. This year, we continued with our shift away from having a morning break and extended our open-campus lunch to an hour's length which allowed for a greater degree of individualized student support, participation in clubs/activities, and student socialization. All teachers posted assignments on Google Classroom which mitigated against the impact on learning of teacher and student quarantining. 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. Sturgis participated in the Panorama survey measuring student feelings, beliefs, and attitudes, and additional SPED, EL, and counseling staff was hired to assist with student learning and well-being.

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.

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.

Accelerated Learning During the 2022-23 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, and 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.

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.

Organizational Viability

Budget and Finance

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

Sturgis Charter Public School
Profit Loss
As of June 30, 2023

Jul '22 - Jun '23

Ordinary Income/Expense	
Income	
Grant Revenue	213,851.00
Miscellaneous	
Athletic Fees Income	61,120.39
Fees	11,405.12
Miscellaneous - Other	17,890.17
Total Miscellaneous	90,415.68
Tuition	17,017,880.00
Total Income	17,322,146.68
Gross Profit	17,322,146.68
Expense	
Co-Curriculum	
Athletics	307,979.31
Orientation/Graduation	39,789.01
Sturgis Arts Council	65.56
Total Co-Curriculum	347,833.88
Marketing & Development	
Advertising & Recruiting	2,699.50
Other	8,689.84
Printing	5,130.92
Total Marketing & Development	16,520.26
Physical Plant	
Depreciation	50,000.00
Electricity	114,891.76
Gas	38,044.55
Maintenance & Repairs	93,260.62
Property Insurance	71,845.12
Rent	1,774,200.00
Security/ Fire Alarm	15,379.20
Special Maint. Projects	18,225.51
Waste Disposal	11,676.99
Water/ Sewer	16,648.71
Total Physical Plant	2,204,172.46
Salaries & Benefits	
Benefits	
Health & LTD Insurance	871,870.75
MA Unemployment	26,845.51
Social Security	269,620.38
Worker's Compensation	42,597.00
Total Benefits	1,210,933.64
Payroll Processing Fees	9,800.00
Professional Development	
IB Training	17,721.96
Other	13,810.77
Travel & Workshops	10,898.73

Sturgis Charter Public School

Profit Loss

As of June 30, 2023

Total Professional Development	42,431.46
Salaries	12,380,424.11
Stipends and Part-Time Pos	
Substitutes	132,880.51
Tutors	60,724.33
Total Stipends and Part-Time Pos	193,604.84
Total Salaries & Benefits	13,837,194.05
Services & Contracts	
Building Services	
Snow Removal	2,750.00
Total Building Services	2,750.00
Other Services	
Computer Contract	2,664.74
Copiers-Lease-Contracts	32,174.25
Telephone	18,930.54
Total Other Services	53,769.53
Professional Services	
Accounting/Audit	24,000.00
Consulting	17,477.00
Educators Liability Insurance	7,982.78
Legal Services	18,182.60
Total Professional Services	67,642.38
Student Services	
Food	59,879.25
Transportation	16,154.58
Total Student Services	76,033.83
Testing & Assessment	
Diagnostic Testing	78,212.77
IB Administration Costs	15,954.32
IB Exams	160,817.00
Other-OT Other	67,898.32
Total Testing & Assessment	322,882.41
Total Services & Contracts	523,078.15
Supplies & Equipment	
Administrative Supplies	
Dues and Subscriptions	56,570.16
Office Supplies	11,976.58
Postage & Shipping	6,172.42
Total Administrative Supplies	74,719.16
General Supplies	
Custodial Supplies	1,429.16
Medical Supplies	6,316.71
Total General Supplies	7,745.87
Instructional Supplies	
Furniture & Fixtures{246}	2,117.52
Library Books & Materials	15,347.39
Other Materials	125,590.87

Sturgis Charter Public School
Profit Loss
As of June 30, 2023

Technology	190,438.91
Textbooks	10,347.15
Total Instructional Supplies	343,841.84
Total Supplies & Equipment	426,306.87
Total Expense	17,355,105.67
Net Ordinary Income	-32,958.99
Other Income/Expense	
Other Income	
Interest Income	43,178.69
Total Other Income	43,178.69
Total Other Income	43,178.69
Net Other Income	43,178.69
Net Income	10,219.70

Sturgis Charter Public School
Balance Sheet
As of June 30, 2023

ASSETS

Current Assets

Checking/Savings

Rockland Trust	2,827,473.32
TD Bank	62,220.62
TD Bank MoneyMarket	27,530.11
TD Bank Payroll Account	1,814.82

Total Checking/Savings 2,919,038.87

Other Current Assets

Undeposited Funds	117,360.91
Total Other Current Assets	117,360.91

Total Current Assets 3,036,399.78

Fixed Assets

Accumulated Depreciation

Accum depr-00	-125,870.47
Accum Depr-00-01	-6,003.00
Accum Depr-Equipment	-182,621.44
Accum Depr-Furniture & Fixtures	-29,327.85
Accum Depr-LHI 1998	-52,719.93
Accum Depre. L/I 1999	-65,807.00
Accum Deprec-Leaseholds 2002	-85,310.00
Accumulated Depreciation - Other	-481,143.81

Total Accumulated Depreciation -1,028,803.50

Computers/language lab 12,019.80

Equipment 74,534.72

Furniture & Fixtures 158,266.69

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 786,494.05

TOTAL ASSETS 3,822,893.83

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

Trade Accounts Payable 161,385.69

Total Accounts Payable 161,385.69

Other Current Liabilities

414 H Payable 93,701.26

Accrued Expenses 50,000.00

Sturgis Charter Public School
Balance Sheet
As of June 30, 2023

Accrued Wages	1,832,896.36
Total Other Current Liabilities	1,976,597.62
Total Current Liabilities	2,137,983.31
Long Term Liabilities	
Student Escrow	117,360.91
Total Long Term Liabilities	117,360.91
Total Liabilities	2,255,344.22
Equity	
Retained Earnings	1,557,329.91
Net Income	10,219.70
Total Equity	1,567,549.61
TOTAL LIABILITIES & EQUITY	3,822,893.83

Budget Approved by Board of Trustees on May 15, 2023.

Sturgis Charter Public School Budget 2023-2024	
Tuition Revenue	17,610,119
Grant Revenue	225,000
Interest Income	30,000
Athletic Fee Income	50,000
Misc	12,000
	17,927,119
6010-00 · Salaries	12,652,840
6015-10 · Payroll Processing Fees	8,950
6125-00 · Benefits	
6125-02 · Health & LTD Insurance	1,023,710
6125-11 · Social Security	256,547
6125-13 · MA Unemployment	45,514
6125-31 · Workers Compensation	78,000
6150-00 · Stipends and Part-Time Pos	
6150-01 · Tutors	50,000
6150-50 · Stipends, Substitutes	138,000
6175-00 · Professional Development	
6175-01 · IB Training	32,000
6175-11 · Workshops	10,000
6175-00 · Professional Dev. Other	20,000
6201-00 · Testing & Assessment	
6201-05 · IB Administration Costs	13,125
6201-10 · IB Exams	148,000
6201-20 · Diagnostic Testing	116,000
6201-00 · Testing & Assess- Other	55,000
6210-00 · Student Services	
6210-01 · Transportation	14,000
6210-11 · Food	50,000
6210-00 · StudentServices - Other	2,500
6700-01 · Orientation/Graduation	39,000
6700-05 Sturgis Art Council	2,300
6700-10 Athletics	400,000
6220-01 · Accounting/Audit	25,000
6220-05 · Ed. Liability Insurance	13,000
6220-10 · Legal Services	22,000
6220-20 · Consulting	5,000
6230-01 · Custodial/ & Snow	12,000
6300-01 · Telephone	14,000
6300-30 · Computer Contract	12,000
6300-40 · Copier-Lease-Contracts	27,000
6410-00 · Instructional Supplies	
6410-01 · Textbooks	18,000
6410-10 · Library Books,Materials	14,000
6410-30 · Other Materials	98,000
6410-40 · Furniture & Fixtures	5,000
6410-50 . Technology	160,000

Sturgis Charter Public School
Budget 2023-2024

6420-00 · Administrative Supplies	
6420-01 · Software	1,000
6420-10 · Office Supplies	27,000
6420-15 · Dues & Subscriptions	45,000
6420-20 · Furniture & Fixtures	1,800
6420-5 · Postage & Shipping	5,500
6420-90 · Bank Service Charges	200
6420-99 · Miscellaneous	500
6430-00 · General Supplies	
6430-01 · Misc-Supplies	1,500
6430-02 · Custodial Supplies	12,500
6430-11 · Medical Supplies	10,500
6600-01 · Printing	6,000
6600-05 · Advertising & Recruiting	12,000
6600-90 · Other	5,500
6800-01 · Rent	1,774,200
6800-07 · Property Insurance	65,000
6800-10 · Water	21,000
6800-20 · Gas	41,500
6800-25 · Electricity	185,000
6800-30 · Security Alarm	14,000
6800-31 · Waste Disposal	10,000
6800-35 · Maintenance & Repairs	35,000
6800-40 · Special Maint. Projects	10,000
Total Expenses	17,865,186
DEPRECIATION	49,000
TEMPORARY SURPLUS	12,933

FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	837
Number of students upon which FY24 budget tuition line is based	834
Number of expected students for FY24 first day of school	837
Please explain any variances: Variance is related to withdrawals that have not yet been filled.	

D. Capital Plan for FY24

Sturgis does not have a Capital Plan for FY24

Additional Information

Appendix A: Accountability Plan Evidence for 2022-2023

Objectives and Measures related to Mission and Key Design Elements

	2022-2023 Performance (Met/Partially Met/Not Met)	Evidence
Objective: <i>Sturgis will offer an International Baccalaureate (IB) for All coursework experience for all students.</i>		
Measure: <i>Annually, 85% of seniors will take at least 6 IB exams.</i>	Met	86.9% of the class of 2023 took at least six IB exams.
Measure: <i>Annually, for seniors who do not take at least 6 IB exams, the average number of IB exams taken will be 4.6.</i>	Met	For seniors who did not take at least 6 IB exams, the average number of IB exams taken was 5.07.
Measure: <i>Annually, 66% of seniors will qualify as full IB Diploma candidates upon graduation.</i>	Not met.	53% of the class of 2023 qualified as full IB Diplomas candidates at graduation.
Objective: <i>Sturgis will seek to ensure college preparation and readiness for all students.</i>		
Measure: <i>Annually, 90% of graduates will enroll in post-secondary education for the following fall semester.</i>	Met	90% of the class of 2022 were reported to enroll in post-secondary education for the following fall semester. DESE data is not yet available to track actual enrollment for that class.
Objective: <i>Students focus on developing the traits in the IB Learner Profile.</i>		
Measure: <i>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.</i>	Partially Met.	With a student response rate of 86%, an average of 80% of students surveyed strongly agreed or agreed that Sturgis has had a positive effect on developing their own IB Learner Profile Traits.

Objective and Measure related to Dissemination

Objective: Partner with a local school district regarding academic programming.		
Measure: During this term of our charter, Sturgis will work to identify best practices, establish a school partner, and collaborate with a school partner.	Not Met	Not met yet because data is not available for specified years.
Measure: By the end of Year 2 (2019-2020), Sturgis will develop a preparation template that reflects best practices for providing access to rigorous coursework for English Learner students	Met	Template is included at end of Annual Report.
Measure: By the end of Year 3 (2020-2021), Sturgis will identify a public school partner with whom to share best practices around for providing access to rigorous coursework for English Learner students.	Not Met	Not met because of impact of COVID-19.
Measure: By the end of Year 4 (2021-2022), Sturgis will collaborate with our partner school to share best practices for providing access to rigorous coursework for English Learner students.	Not Met	Not met because of impact of COVID-19.

Recruitment Plan

2023-2024

School Name: Sturgis Charter Public School

2022-23 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 or economically disadvantaged populations.

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

Students on the waiting list were encouraged to participate in accepted student events.

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 subgroup populations.

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 2022-2023:

- Ads in local newspapers in all towns in our region, including the Brazilian language paper
- Sturgis information tables will be available at community events and centers
- Used QR codes to link to information and application materials on flyers and at information booths in community events
- 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 invited to shadow a Sturgis student for a half or full day for the first time since 2019
- Optional individual parent/student meetings with school leaders
- Participation in 8th grade high school fairs with trilingual recruiting materials
- 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
- 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 waitlisted students

Recruitment Plan –Strategies List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 14.9%</p> <p>GNT percentage: 16.3%</p> <p>CI percentage: 16.3%</p> <p>The school was below GNT and below CI percentages</p>	<p>(b) Continued 2022-2023 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 • The Special Education Coordinator will meet with parents and students requesting information about special education services. • The Right to Attend document regarding special education will be attached to each application. • Maintain a comprehensive Special Education section on our school website under <i>About Us</i> that includes; FAQ, video clip interviews with students, quotes from classroom teachers, special education staff, and parents, articles about the special education program at Sturgis, and information about special education in general. • 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. • Sturgis East and Sturgis West will host student-guided tours for interested eighth grade students and their parents. These events are held on Saturdays and include Special Education personnel and Sturgis students on IEPs.
	<p>(c) 2023-2024 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • 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.

	<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>(a) CHART data School percentage: 1.2% GNT percentage: 2.8% CI percentage: 2.8%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>(b) Continued 2021-2022 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 student and/or family will contact the student/family to mentor them in the process of admission. 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 a 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. <p>(c) 2023-2024 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> 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 was effective for the Brazilian/Portuguese speaking community. Develop additional short videos to be shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis as Multilingual Learners.
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	

<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 23% GNT percentage: 24.5% CI percentage: 32%</p> <p>The school is below GNT percentage and below CI percentage.</p>	<p style="text-align: center;">(b) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> • The application for free/reduced lunch visible on the school’s website. • An announcement about the availability of free or reduced lunches will be sent to all prospective parents. • Private foundation grant support for transportation costs will be advertised in flyers and in newspapers and will be offered to students who qualify for free or reduced lunch. • Private foundation donations of laptop computers will be offered to students who qualify for free or reduced lunch. • Sturgis brochures and bilingual flyers will be placed at food pantries, Transition Assistance offices, Boys & Girls Clubs, Department of Transition Assistance offices, Career Opportunities office, Housing Assistance Corporation office, and low income housing complexes, thrift shops, and the Salvation Army. • Anonymous testimonials from parents of low income students will be included in bilingual flyers and on the website. • Through Sturgis’ aforementioned partnership with Provincetown Public Schools, Sturgis aims to better target its recruitment of students who are economically disadvantaged. • Application process is available through electronic means to increase access to families. • Continuing the transportation plan that began in 2017. Namely, during the 17-18 school year, the Sturgis Board of Trustees voted to provide bus transportation services for economically disadvantaged students beginning in the 2019-20 school year. During the 18-19 school year, Sturgis applied for the proper amendments with the DESE, built the necessary transportation programming, and advertised this option for qualifying students during the enrollment period. • Sturgis waives parking fees for students who qualify for free/reduced lunch. • Sturgis advertised that qualifying students receive a free Chromebook, calculator, CCRTA pass, and fee waivers. • Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis. <p style="text-align: center;">(c) 2022-2023 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. • School nurses will work with families to maintain insurance through MassHealth as needed. • Encourage the use of our community space at 529 Main St for free, family friendly activities that are connected to the housing insecure family shelter and food pantry.
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) Continued 2022-2023 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 classmen tutors and the success that many students have had in turning around their academic performance. • Changed the language for our incoming student assessments for placement from “exam” to “assessment”. • Developed videos that were shared on social media and our website that highlight students who experienced academic growth while at Sturgis.

	<p>2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Continued development of classes and support/tutoring opportunities to implement interventions for students who experienced learning loss during the Covid learning years. Summer programming offered to accepted siblings to increase learning strategies and developing social emotional skills.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2022-2023 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. <p>2023-24 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>(f) Continued 2021-22 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>2022-23 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Provide additional and/or enhanced strategies needed.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-2023 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 to use the community space at 529 for their Holiday Fair. Provided a regional conference on Antiracism and invited middle school students to attend. Sent student presenters to 2 conferences as participants and presenters to increase visibility to middle school students. Outreach began to the Wampanoag Tribe and Herring Run tribe in Mashpee and Bourne.

Retention Plan 2023-2024

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2021-2022 Retention Plan.

2022-2023 Implementation Summary:

- Sturgis exceeded its annual goal (97%) for student retention by .2% despite the volatility caused by pandemic.
- 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.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 4.9%</p> <p>Third Quartile: 13%</p> <p>The school is below third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <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 six certified Special Education teachers, 2 Special Education Lead Teachers, a Special Education Coordinator, 3 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
	<p>(c) 2023-2024 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>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 0%</p> <p>Third Quartile: 10%</p>	<p>(b) Continued 2022-2023 Strategies</p> <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

<p>The school is below third quartile percentages</p>	<ul style="list-style-type: none"> • 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. <p>(c) 2022-2023 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"> • Development of ELPAC. • Increase participation of ELs in co-curricular activities through communication with families and support to access transportation.
<p align="center">(Students eligible for free or reduced lunch (low income/economically disadvantaged) low income)</p>	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.7% Third Quartile: 13.7%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) Continued 2022-23 Strategies</p> <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. • School counselors work with students to access fee waivers for college applications and participate in college visits. <p align="center">(c) 2023-2024 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>
<p><u>Students who are sub-proficient</u></p>	<p align="center">(d) Continued 2021-2022 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 on individual students to determine supports needed. • Annual review of the DCAP to outline available accommodations for students who are not meeting expectations or benchmarks. • 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 align="center">2022-23 Additional Strategy(ies), if needed</p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">(e) Continued 2022-2023 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. <p align="center">2023-24 Additional Strategy(ies), if needed</p>

<u>Students who have dropped out of school</u>	<p align="center">(f) Continued 2022-2023 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">2022-23 Additional Strategy(ies), if needed</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">(g) 2022-2023 Strategies</p> <ul style="list-style-type: none"> Student Support Team 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. 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. <p align="center">2023-24 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> Building-based equity teams and professional learning communities focused on equity will be implemented.

Appendix C: School and Student Data Tables

School and Student Data Tables

Sturgis Charter Public School's district profile link is: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04890000&orgtypecode=5&>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2022-23 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	2.9%
Asian	3.5%
Hispanic	5.5%
Native American	.2%
White	84%
Native Hawaiian, Pacific Islander	.1%
Multi-Race, Non-Hispanic	3.7%
Selected Populations	% of School
First Language not English	15.3%
English Learner	1.2%
Students with Disabilities	14.9%
High Needs	35.1%
Low-Income	23%

ADMINISTRATIVE ROSTER DURING THE 2022-2023 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 2022-2023 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	115	0	12	Other employment in education = 4 Retirement = 2 Personal reasons = 5 Further education = 1
Other Staff	52	0	0	

BOARD MEMBERSHIP DURING THE 2022-23 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Polyanna Rocha	President	Finance, Personnel	1	11/24/21-11/24/24
Catherine Thomas	Vice-President	Transportation	3	6/19/22- 5/15/23
Tim Telman	Treasurer	Finance	1	2/24/23 –2/24/26
Theresa Tuano	Trustee	Personnel	1	2/22/21-2/22/24
Paul Marble	Trustee Executive Director	Finance, Personnel, Community Outreach, Board Development	1	7/1/16-End of Tenure
Kaitlin Doherty	Faculty Rep.	Personnel	1	9/1/22- 6/30/24
Eric Hieser	Trustee	Board Development	1	6/3/22 - 6/3/25
Marion Weeks	Secretary		2	8/7/20 – 8/7/23
Arthur Pontes	Trustee		1	8/23/21 – 6/20/24
Gordon Harris	Trustee	Board Development	1	7/5/23 – 6/30/26

Board of Trustee and Committee Meeting Notices

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 12, 2024
Lottery	January 19, 2024

Conditions: None

Complaints: No official written complaints were received by the Board of Trustees during the 2022-23 school year.

Attachments: None

Sturgis Charter Public School

Best Practices for providing access to rigorous coursework for English Learner students (Streamlined collection/compendium of strategies and approaches)

Practice	Description
International Baccalaureate (IB) for All	All English Learners have access to the same rigorous International Baccalaureate (IB) coursework as all other Sturgis students. All Sturgis students participate in the challenging IB curriculum, as it is the sole curriculum at the school, and courses offered in the 9th and 10th grade are preparing students for their IB Higher Level or IB Standard Level equivalents in 11th and 12th grade.
Sheltered English Instruction (SEI) Endorsed Teachers	<p>The ELE Coordinators monitor and support teachers who have an EL in their classroom to receive the SEI endorsement within one year of being assigned the EL. To support the teachers in receiving the SEI endorsement, the ELE Coordinators compile resources for the teachers to learn about SEI, offer study groups/Professional Learning Communities (PLC) to learn about and study for the SEI MCAS, and run the MA SEI Teacher Endorsement Course.</p> <p>For the second time, Sturgis was a vendor for the 45 hour SEI course this past spring. A total of 14 teachers have participated in the 45 hour SEI courses run at Sturgis. During the course, participants read and discuss:</p> <ul style="list-style-type: none"> - demographic and achievement data for ELs in Massachusetts - language acquisition theory - Sheltered English Instruction - academic language and literacy development in the Sheltered Content Instruction (SCI) classroom. <p>In addition, during the course, participants learned and practiced a number of SEI strategies for their classroom. For each assignment, participants had to consider the ELs and FELs in their classroom while creating lesson and unit plans that incorporated the SEI strategies and research learned about in the course. Feedback was provided along the way to ensure the participants were providing access to rigorous IB coursework for their ELs.</p>
Professional Development for Teachers	<p>Sturgis annually organizes staff-wide professional development on English Language Education (ELE) ELE and/or Sheltered English Instruction (SEI) at Sturgis. For example, in addition to an introduction to the ELE program and all ELs and FELs at Sturgis held at the beginning of the year, all Sturgis faculty and staff participated in an 80 minute workshop on ELE and SEI at Sturgis on October 2, 2019. Led by the two ELE Coordinators, the PD reviewed:</p> <ul style="list-style-type: none"> - the ELE program at Sturgis - had teachers analyze their recent lessons for language use - reflect on what academic success looks like for our ELs at Sturgis - practice a number of SEI strategies that Sturgis teachers have had success with in the classroom - consider how to incorporate more language strategies in lesson plans.
Sheltered English Instruction Model at Sturgis: Our EL students take content courses with their native English speaking peers. We make sure they are receiving Sheltered Content Instruction by supporting our SCI teachers, and using the Co-teaching model. In addition to co-teaching with SCI teachers, our English Language Development teachers also teach an English Language Development course to all of our ELs.	
Co-Teaching Model (ELD teacher and SCI teachers)	<p>Licensed ESL (ELD) teachers co-teach in each content class with our Sheltered Content Instruction teachers.</p> <p>Our co-teaching model varies per teaching team, but includes:</p> <ul style="list-style-type: none"> - Weekly planning meetings

	<ul style="list-style-type: none"> - ELD teacher contributes to the planning process, specifically focused on (but not limited to) language objectives, differentiation, accommodation, and modification to support ELs, and all students, in language development - Constant communication between teachers - A variety of models in the classroom such as: parallel teaching, varied grouping, assisting, team teaching
Meetings with Sheltered Content Instruction (SCI) teachers	<p>English Language Education team (ELE coordinator and ELD teacher) meet monthly with all Sheltered Content Instruction teachers to discuss items that include, but are not limited to:</p> <ul style="list-style-type: none"> - Student progress - SEI strategies for reading, writing, speaking, and listening - Crafting Language Objectives for units and/or lesson - Assessing ELs content, skills, and language development (formative and summative) - Collaboration and planning - EL progress reports
English Language Development Course and Curriculum	<p>Our ELs are enrolled in an English Language Development course either daily or several days during a cycle (hours are based on EL ACCESS scores, and level determined by department).</p> <p>Our curriculum is developed by our ELD teachers and ELE coordinators, and is based on guidance and professional development provided by DESE. We create units that focus on language objectives, WIDA standards, meaningful essential questions, and student interests and needs. We plan for students to practice listening, reading, speaking, and writing. We focus on specific language skills, using mentor texts as guides and models. We assess students using standards-based grading, so that they understand how they have progressed in the different domains (reading, writing, speaking, listening). We also use the DESE collaboration tool to support our unit and lesson planning.</p> <p>In addition, we focus on our students' personal language development goals, and individualize our curriculum as much as possible.</p>
ELD Study	<p>The English Language Development (ELD) teacher oversees the ELs' study hall in what Sturgis calls ELD Study Hall. During ELD study hall, the ELD teacher supports the ELs in their coursework from their content classes. Support might come in the form of:</p> <ul style="list-style-type: none"> - helping ELs create reference sheets - reviewing and editing writing assignments - reading and annotating assigned texts together - setting up extra help sessions with teachers - reviewing and practicing vocabulary from content classes, etc. <p>The ELD teacher is in constant communication with the content teachers to ensure that the ELs are successful in their content courses.</p>
ELD summer course	<p>The Sturgis ELE department offers a voluntary summer session for our ELs (started in summer 2019) to continue their language development and progress in reading, writing, listening, and speaking. The summer program:</p> <ul style="list-style-type: none"> - Usually meets twice a week for 4-6 weeks - Community building activities are built into the summer curriculum - Unit plans include language objectives and are focused on students' needs and interest such as summer reading texts or local Cape Cod history - Students practice reading, writing, listening, and speaking and receive feedback to guide their progress
ELD Quarterly Progress Reports	<p>The English Language Development (ELD) teacher observes the ELs in class, reviews ELs' assignments, and collects feedback from all content teachers to compile quarterly language progress reports for each EL. These reports use WIDA's Levels of English Proficiency (1-6) to give a score on each EL's language progress in each domain (reading, writing, listening, and speaking) for each content class. The</p>

	reports include personalized and individual comments on the ELs' language progress on their coursework each quarter. Reports are shared with each EL, shared with the content teachers of each EL, and sent home to families to review.
Communication with Families	<p>The ELE department is committed to communicating with families in the language they request.. We use in school interpreters/translators, local interpreters/translators, and the language line. We also use text, WhatsApp, in-person meetings, and google.meet.</p> <p>We communicate with families about:</p> <ul style="list-style-type: none"> - Translation/interpretation needs for written communication, in-person meeting and events (convocation, open house, etc) - Paperwork for athletics, transportation, food services - Our ELE programming (for incoming students) - Student participation in the ELE program (as an EL or FEL) - EL progress reports - ACCESS scores - Classification or reclassification <p>We meet with families (in person or virtually):</p> <ul style="list-style-type: none"> - To allow families to meet with all of the student's teachers - To review EL progress reports and ACCESS score reports - Any other time the family or department would like to meet <p>The ELE department is in constant communication with our families, often using text or WhatsApp, about students progress, assignments, communication from the school etc.</p>