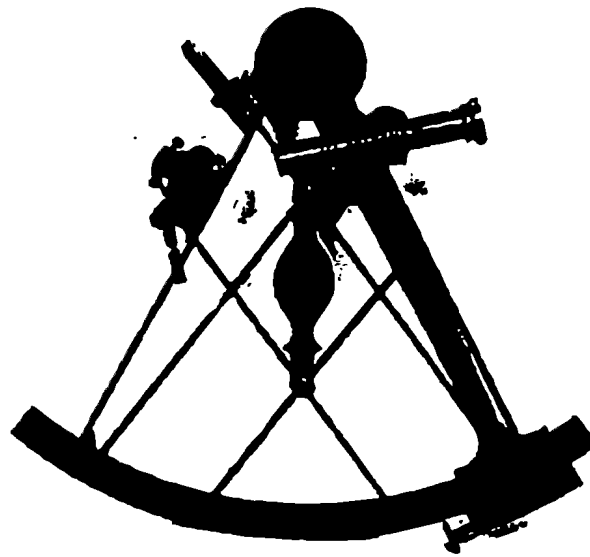


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# STURGIS CHARTER PUBLIC SCHOOL

## ANNUAL REPORT

**2024-25**



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## Introduction to the School

<b><i>Name of School: Sturgis Charter Public School</i></b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Commonwealth	<b>Location of School</b>	Hyannis, MA
<b>Regional or Non-Regional</b>	Regional	<b>Chartered Districts in Region</b>	Barnstable, Bourne, Carver, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy, Nauset, Plymouth, Provincetown, Sandwich, Wareham
<b>Year Opened</b>	1998	<b>Year(s) Charter Was Renewed</b>	2003, 2008, 2013, 2018, 2023
<b>Maximum Enrollment</b>	850 at 2 campuses 425 at Sturgis West & 425 at Sturgis East	<b>Chartered Grade Span</b>	9-12
<b>Chartered Grade Span</b>	9-12	<b>Grade Span for 2024-25</b>	9-12

**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. 21.

#### **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 2023-24 indicates that Sturgis has an in-school suspension rate of 3.1% 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 (2024-25) - Sturgis Charter Public (District) (04890000)**

<b>SELECTED POPULATIONS 2024-25 SCHOOL YEAR</b>	
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	<b>18.7%</b>
English Learner	<b>1.9%</b>
Students with Disabilities	<b>13.6%</b>
High Needs	<b>33.3%</b>
Low-Income	<b>20.2%</b>

<b>STUDENT DEMOGRAPHICS 2024-25 SCHOOL YEAR</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African American	<b>3.2%</b>
Asian	<b>5.1%</b>
Hispanic	<b>6.3%</b>
Native American	<b>0.2%</b>
White	<b>80.7%</b>
Native Hawaiian, Pacific Islander	<b>0%</b>
Multi-Race, Non-Hispanic	<b>4.5%</b>

### **2023-24 Student Discipline Data Report by All Offenses - Sturgis Charter Public School (04890505)**

#### **2023-24 Student Discipline**

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	843	18	1.4	0.4	0.6
English Learner	12	2			0
Economically Disadvantaged	207	7	2.4	.5	.5
Students with Disabilities	140	8	3.6	.7	2.1
High Needs	320	14	3.1	.6	.9
Female	492	4			0
Male	338	13	2.4	.9	1.2
American Indian or Alaska Native	0				0
Asian	30	1			0
African American/Black	24	0			0
Hispanic/Latino	52	2			0
Multi-race, Non-Hispanic/Latino	40	1			0
Native Hawaiian or Pacific Islander	1				0
White	696	13	1.3	0.1	.6

#### **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 2024-25 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 Schools](#)<sup>1</sup>

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.)
IB for All	Sturgis teachers from every academic discipline participated in	Teachers	IB educators from across New England.	IB teachers from across New England collaborated with Sturgis teachers who implemented the IB

	virtual curriculum/instruction roundtables for IB teachers from across New England.			program in an inclusive and non-selective environment.
Sustainability facing economic and outside challenges	The Executive Director addressed the Massachusetts Charter Public School Association Assembly of Delegates Meeting	Executive Director and Human Resources Coordinator	Massachusetts Charter Public School Association Assembly of Delegates semi-annual meeting of school leaders from Massachusetts	The Executive Director was invited to present to speak to the delegates about Sturgis' approach to celebrating and preserving charter autonomies.
Diversity, Equity, Inclusion and Belonging	Constructing a professional development sequence for supporting continued learning to support student achievement and belonging	Administration	AMSEL (Association of Massachusetts School Equity Leaders)	Presentation to AMSEL of committee work completed by Sturgis's DEIB Coordinator and DEI Directors from Cambridge, Belmont, Greater Fall River Vocational Technical School and Collaborative for Educational Services
Access to Education, Student Privacy and Immigration Plan	Shared our plan to maintain student confidentiality and privacy through email with area schools.	Administration	Barnstable Public Schools, Barnstable No Place for Hate, Scituate Public Schools, Falmouth Public Schools	Sturgis' plan was created using information from the Massachusetts Charter Public School Association and legal partners. This plan was used as template and supporting materials for other schools creating plans.
Cape Cod DEI Leaders	Roundtable and community based discussions with school leaders who work on diversity, equity and inclusion on Cape Cod.	Administration	Falmouth Public Schools, Falmouth Academy, Mashpee Public School, Riverview Academy, and the Barnstable Human Rights Commission	Monthly meetings to share strategies, support initiatives, and provide support for work on diversity, equity and inclusion.
Equity Teams	Presentation at the Human Rights Academy	Students	Human rights group leaders and students, Barnstable Human Rights Commission	Students presented to 10 area schools and faculty member attendees of the Human Rights Academy on how the Equity Teams were collecting and sharing student equity concerns with administrators and faculty.
"Building Community, Building Resilience" Presentation	Presentation to the Cape Cod Educators Conference	Administration	Presentation from DEIB Leaders from Sturgis and Falmouth Public Schools given to area teachers and administrators at Monomoy High School	Requests from local schools (Sandwich and Nauset) for information presented. Shared information on including community members in ways that allow for more diverse voices to be present in decision making spaces.
IB for All regarding Visual Arts	Hosted a Visit by the IB Organization's Curriculum Manager for Visual Arts	Teachers and Students	The IB Organization	Sharing of our model with the curriculum team from the IB Organization. Spreading awareness of Sturgis worldwide.

IB for All regarding IB Latin	Hosted and facilitated an IB Latin roundtable.	Teachers	IB Latin teachers from throughout New England	Sharing of best practices and our IB for All model with teachers from throughout New England.
IB for All's Impact on Students' College Outcomes	Hosted a Multiday Visit by a University of Michigan Researcher	Administrators, Teachers, Board Member, Students	University of Michigan Researcher	Contributing to a researcher's set of case studies of select Massachusetts charter schools that had a significant impact on students' college outcomes.
Sharing IB for All Philosophies and Practices	Conference Call with Representatives from Harvard's Project Zero Good Project.	Administrators	Project Zero Good Project Team Members	Sharing of best practices and our IB for All model.



## 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**

	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>	<b>Class of 2024</b>	<b>Class of 2025</b>
Number of Students	195	196	207	206	186	195
Total Exams Taken	1133	1068	1,179	1221	1077	1123
Higher/Standard Level	475/658	475/593	476/706	494/727	440/673	506/617
Took at least 1 Exam	100%	99%	98.5%	100%	100%	100%
Took at least 3 Exams	100%	96.9%	98%	100%	98.9%	99%
Took at least 6 Exams	97.5	63.8%	84%	86.9%	84.9%	84%
IB Diploma Candidates	57.4%	52.5%	52.1%	53%	60.2%	62%
Special Ed Students/ Exams	33 took 164	27 took 132	49 took 230	24 took 122	36 took 178	28 took 142
High Needs	n/a*	n/a*	n/a*	n/a*	68 took 370	90 took 497

\*data not tracked in these years

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

	<b>Class of 2020</b>	<b>Class of 2021</b>	<b>Class of 2022</b>	<b>Class of 2023</b>	<b>Class of 2024</b>	<b>Class of 2025</b>
<b>Results</b>						
% of scores 3+	92.7%	96.1%	88.9%	86.4%	84.5%	83.7%
% of scores 4+	67.5%	74.0%	64.2.%	61.1%	58.2%	56.9%
% Special Ed scores 3+	81%	90.1%	78.7%	64.7%	56.2%	67.6%

% High Needs student scores 3+	n/a*	n/a*	n/a*	n/a*	71.3%	76.0%
<b>Students</b>						
% with at least one 3+	100%	99%	99.8%	100%	98.9%	99%
% with at least one 4+	93%	93.8%	92.3%	96.6%	89.8%	92.8%
% IB Diplomas achieved	66% (74/112)	84.5% (87/103)	66.6% (72/108)	55.8% (62/111)	53.6% (60/112)	44.6% (54/121)

**\*data not tracked in these years**

### **Criterion 6: Academic Delivery**

Sturgis students participated in a rigorous course of study delivered to students to ensure preparation for the International Baccalaureate (IB) in the 11th and 12th grade. Students were scheduled into all their requested classes, and our 11<sup>th</sup> and 12<sup>th</sup> 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 which is 55 minutes long. This 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 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 scaffolds when they were needed, in part through the consistent monitoring of student data such as attendance and grades. Students who were struggling with the adjustment to high school or the transition to the IB content were given the opportunity to participate in small groups for short term focused interventions. This year, an intervention counselor was hired to assist with student learning and well-being including the development of work specifically on implementing tiered interventions for students requiring more targeted interventions.

Sturgis has set a vision for and established plans to foster a sense of belonging and partnership for students and families. Our work in that area continued into 2024-25. We supported all students to attend school and saw overall improvement in attendance. 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, which also includes an update to our Advisory programming which will address belonging and study skills not taught in the classroom, such as ways to contact a teacher if you need additional support. In the face of external challenges, our policies actively affirm 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 throughout our content areas.

Sturgis established systems to monitor students' understanding of content area units. 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. Since 2023-24, Sturgis has developed a number of Professional Learning Communities that all teachers and staff participate in. Newer teachers were part of a group that focused on the principles in *The Skillful Teacher*, while others spent the year on topics such as AI, IB Policies, enhancing our Advisory programming, and implementing our DCAP.

## Accelerated Learning During the 2024-25 School Year

Sturgis understands that belonging is an essential underpinning for achievement, and reinforces the Sturgis maxim that “student learning is why we are here.” 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. A highly effective program providing short term, targeted academic and executive functioning support for students was expanded this year. Nearly 20% of our students received tiered interventions through this model and grades and work completion were improved overall.

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 beyond what was anticipated by their initial math placement. 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.

The current academic landscape (such as the influence of AI and lingering pandemic gaps) 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 numbers have increased and provide support to 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 FY25 statement of revenues, expenses, and changes in net assets; statement of net assets for FY25; and approved school budget for FY26.
- B. Note: There is no capital plan

<b>Sturgis Charter Public School</b>	
<b>Profit and Loss</b>	
<b>July 2024 - June 2025</b>	
	<b>Total</b>
<b>Income</b>	
Tuition	18,140,798.00
Grant Revenue	327,751.76
Fee Income	
Athletic Fees Income	46,096.44
Parking Fees	15,722.00
<b>Total Fee Income</b>	<b>\$61,818.44</b>
Contributions Income	
Misc contributions	18,806.62
<b>Total Contributions Income</b>	<b>\$18,806.62</b>
<b>Total Income</b>	<b>\$18,549,174.82</b>
<b>Gross Profit</b>	<b>\$18,549,174.82</b>
<b>Expenses</b>	
Salaries & Benefits	
Salaries & Wages	13,026,079.70
Stipends and Part-Time Pos	
Stipends	141,097.50
Substitutes	134,090.24
Tutors	30,502.90
<b>Total Stipends and Part-Time Pos</b>	<b>\$305,690.64</b>
Payroll Taxes	
Social Security	148,748.67
Medicare	177,677.39
MA Unemployment	32,768.97
<b>Total Payroll Taxes</b>	<b>\$359,195.03</b>
Benefits	
Health Insurance	2,189,058.00
Medical Reimbursement	62,394.24

Life Insurance	10,926.21
LTD	3,222.39
MA PFML	76,442.62
Worker's Compensation	34,130.00
<b>Total Benefits</b>	<b>\$2,376,173.46</b>
<b>Total Salaries &amp; Benefits</b>	<b>\$16,067,138.83</b>
Professional Development	
Travel & Workshops	25,393.55
IB Training	19,219.38
Other	21,327.60
<b>Total Professional Development</b>	<b>\$65,940.53</b>
Testing & Assessment	
Diagnostic Testing	64,066.72
IB Administration Costs	24,462.36
IB Exams	147,854.50
Seal of Biliteracy	3,048.22
<b>Total Testing &amp; Assessment</b>	<b>\$239,431.80</b>
Student Services	
Food	54,745.91
Transportation	17,355.85
Student Reimbursed Activities	1,268.98
<b>Total Student Services</b>	<b>\$73,370.74</b>
Professional Services	
Accounting/Audit	39,236.25
Consulting	75,316.58
Legal Services	16,859.90
Payroll Processing Fees	13,416.58
<b>Total Professional Services</b>	<b>\$144,829.31</b>
Technology Department	
Technology	234,128.06
Copiers-Lease-Contracts	30,400.92
Dues and Subscriptions	218,888.24
<b>Total Technology Department</b>	<b>\$483,417.22</b>
Instructional Supplies	
Library Books & Materials	2,002.27
Textbooks	2,583.44
Other Materials	77,523.06
Furniture & Fixtures	7,907.48
<b>Total Instructional Supplies</b>	<b>\$90,016.25</b>
Administrative Supplies	
Bank Service Charges	2,077.79

Furniture & Fixtures	3,346.91
Medical Supplies	4,875.73
Office Supplies	28,043.14
Postage & Shipping	3,580.90
<b>Total Administrative Supplies</b>	<b>\$41,924.47</b>
Operating Expenses	
Rent	1,775,712.41
Snow Removal	13,528.20
Insurance Expense	
Property Insurance	133,141.04
Educators Liability Insurance	15,111.77
<b>Total Insurance Expense</b>	<b>\$148,252.81</b>
<b>Total Operating Expenses</b>	<b>\$1,937,493.42</b>
Marketing & Development	
Advertising & Recruiting	11,153.53
Printing	2,021.22
Other	15,811.71
<b>Total Marketing &amp; Development</b>	<b>\$28,986.46</b>
Co-Curriculum	
Orientation/Graduation	52,661.42
Athletics	\$428,797.88
<b>Total Co-Curriculum</b>	<b>\$481,459.30</b>
Physical Plant	
Custodial Supplies	4,397.90
Maintenance & Repairs	85,472.37
Special Maint. Projects	29,437.17
Utilities	
Electricity	158,843.20
Gas	59,773.11
Telephone	25,265.39
Water/ Sewer	32,795.10
Waste Disposal	21,920.56
Security/ Fire Alarm	16,681.82
<b>Total Utilities</b>	<b>\$315,279.18</b>
<b>Total Physical Plant</b>	<b>\$434,586.62</b>
Vehicle Expense	
Business Auto Policy	9,240.19
Vehicle - fuel	2,082.53
Vehicle - Registration and fees	984.53
Vehicle - Repair and Maintenance	184.95
<b>Total Vehicle Expense</b>	<b>\$12,492.20</b>

Total Expenses	\$20,101,087.15
Net Operating Income	-\$1,551,912.33
Other Income	
Other Income	
Interest Income	66,437.87
Total Other Income	\$66,437.87
Total Other Income	\$66,437.87
Net Other Income	\$66,437.87
Net Income	-\$1,485,474.46

Sturgis Charter Public School	
Balance Sheet	
As of June 30, 2025	
	Total
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank Accounts</b>	
TD MM 3584	6,335.25
TD PR 2332	41,830.02
Rockland Trust MM 7197	1,768,087.42
TD Oper 3576	59,915.35
Rockland Trust Sweep 1970	474,150.65
<b>Student Escrow Accounts</b>	
RT Activities x1338	109,841.21
RT Key Club x3078	909.61
RT Stage x5438	27,998.92
<b>Total Student Escrow Accounts</b>	<b>\$138,749.74</b>
TD Health 2997	200,498.17
Bill.com Money Out Clearing	5,107.65
<b>Total Bank Accounts</b>	<b>\$2,694,674.25</b>
<b>Total Current Assets</b>	<b>\$2,694,674.25</b>
<b>Fixed Assets</b>	
<b>Furniture &amp; Fixtures</b>	155,914.87
<b>Leasehold Improvements</b>	1,570,476.34
<b>Equipment</b>	74,534.72

Computers/language lab	12,019.80
Accumulated Depreciation	-1,187,348.50
<b>Total Fixed Assets</b>	<b>\$625,597.23</b>
<b>TOTAL ASSETS</b>	<b>\$3,320,271.48</b>
<b>LIABILITIES AND EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
Trade Accounts Payable	142,243.90
<b>Total Accounts Payable</b>	<b>\$142,243.90</b>
<b>Credit Cards</b>	
TD Bank Credit Card	15,315.43
<b>Total Credit Cards</b>	<b>\$15,315.43</b>
<b>Other Current Liabilities</b>	
<b>Accrued Expenses</b>	
Accrued Wages	1,389,025.04
Accrued Payroll Taxes	362,377.04
<b>Total Accrued Payroll Taxes</b>	<b>\$362,377.04</b>
<b>Total Accrued Expenses</b>	<b>\$1,751,402.08</b>
Teacher Retirement	333,877.83
Due To W.S.F.E.F., Inc.	866,911.00
<b>Total Other Current Liabilities</b>	<b>\$2,952,190.91</b>
<b>Total Current Liabilities</b>	<b>\$3,109,750.24</b>
<b>Long-Term Liabilities</b>	
<b>Student Escrow</b>	
Student Escrow - Activities	109,841.21
Student Escrow - Key club	909.61
Student Escrow - Stage	27,998.92
<b>Total Student Escrow</b>	<b>\$138,749.74</b>
<b>Total Long-Term Liabilities</b>	<b>\$138,749.74</b>
<b>Total Liabilities</b>	<b>\$3,248,499.98</b>
<b>Equity</b>	
<b>Opening Bal Equity</b>	
Retained Earnings	1,557,245.96
Net Income	-1,485,474.46
<b>Total Equity</b>	<b>\$71,771.50</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$3,320,271.48</b>



Budget Approved by Board of Trustees on May 19, 2025

	<b>Sturgis Charter Public School</b>	
	<b>Budget</b>	
	<b>July 1, 2025 - June 30, 2026</b>	
		Total
		<b>Budget</b>
	<b>Income</b>	
4000	Tuition	18,387,278.00
4100	Grants	200,000.00
<b>4200-00</b>	<b>Fee Income</b>	
4210	Athletic Fees	90,000.00
4220	Parking Fees	15,000.00
	<b>Total Fee Income</b>	<b>\$105,000.00</b>
<b>4300-00</b>	<b>Donations</b>	
4310	Athletic Donations	
4320	General Donations	
	<b>Total Donations</b>	<b>\$0.00</b>
<b>4400-00</b>	<b>Interest Income</b>	
4410	Interest Income	86,000.00
	<b>Total Donations &amp; Interest Income</b>	<b>\$86,000.00</b>
	<b>Total Income</b>	<b>\$18,778,278.00</b>
	<b>Gross Profit</b>	<b>\$18,778,278.00</b>
	<b>Expenses</b>	
<b>6000-00</b>	<b>Salaries &amp; Benefits</b>	
6010-00	<b>Payroll Wages</b>	
6010	Salaries	11,892,000.00
6015	Stipends	115,000.00
6020	Substitutes	90,000.00
6025	Tutors	45,000.00
	<b>Total Payroll Wages</b>	<b>\$12,142,000.00</b>
<b>6030-00</b>	<b>Benefits</b>	
6040-00	<b>Health Insurance</b>	
6041	Premiums	3,000,000.00
6042	HRA Fees	9,000.00
6043	Fees	72,000.00
6044	Medical Reimbursement	184,000.00
	<b>Total Health Insurance</b>	<b>3,265,000.00</b>
6045	Life Insurance	11,000.00
6046	LTD	7,500.00

6047	<b>MA PFML</b>	95,500.00
6048	<b>Worker's Compensation</b>	58,000.00
6049	<b>Fringe Benefit</b>	5,000.00
	<b>Total Benefits</b>	<b>\$3,442,000.00</b>
<b>6070-00</b>	<b>Payroll service</b>	
6075	Payroll Services	18,000.00
	Total Payroll service	18,000.00
<b>6080-00</b>	<b>Payroll Taxes</b>	
6081	<b>Social Security</b>	200,000.00
6082	<b>Medicare</b>	178,350.00
6083	<b>MA Unemployment</b>	25,440.00
	<b>Total Payroll Taxes</b>	<b>\$403,790.00</b>
	<b>Total Salaries &amp; Benefits</b>	<b>\$16,005,790.00</b>
<b>6100-00</b>	<b>Athletic Department</b>	390,000.00
	<b>Total Athletics</b>	<b>\$390,000.00</b>
<b>6200-00</b>	<b>Functions</b>	
6205	<b>Graduation</b>	35,000.00
6210	<b>Orientation</b>	23,000.00
6215	<b>Other Events</b>	5,000.00
	<b>Total Functions</b>	<b>\$63,000.00</b>
<b>6300-00</b>	<b>Instructional Supplies</b>	
6305	<b>Library Books &amp; Materials</b>	8,000.00
6310	<b>Classroom Materials</b>	55,000.00
6315	<b>Textbooks</b>	10,000.00
	<b>Total Instructional Supplies</b>	<b>73,000.00</b>
<b>6400-00</b>	<b>Student Services</b>	
6405	<b>Food Services</b>	65,000.00
6410	<b>Transportation</b>	20,000.00
6415	<b>Other Student Services</b>	15,000.00
	<b>Total Student Services</b>	<b>\$100,000.00</b>
<b>6500-00</b>	<b>Technology Department</b>	
6505	<b>Technology</b>	190,000.00
6510	<b>Printer expenses</b>	20,000.00
6515	<b>Copiers-Lease-Contracts</b>	36,000.00
6520	<b>Dues &amp; Subscriptions</b>	195,000.00
	<b>Total Technology department</b>	<b>\$441,000.00</b>
<b>6600-00</b>	<b>Testing &amp; Assessment</b>	
6610-00	<b>Special Education</b>	
6615	<b>Assessment - Services</b>	100,000.00
	<b>Total Special Education</b>	<b>100,000.00</b>
6620-00	<b>International Baccalaureate</b>	

6625	IB Administration	15,000.00
6630	IB Exams	165,000.00
6635	Seal of Biliteracy	4,500.00
	Total IB Expenses	<b>184,500.00</b>
	Total Testing & Assessment	<b>\$284,500.00</b>
<b>6700-00</b>	<b>Advertising &amp; Marketing</b>	
6705	Advertising	10,000.00
6710	Printing	5,000.00
	Total Advertising & Marketing	<b>\$15,000.00</b>
<b>6800-00</b>	<b>General Administrative</b>	
6805	Bank Service Charges	100
6810	Furniture & Fixtures	3,000.00
6815	Medical Supplies	4,000.00
6820	Office Supplies	4,400.00
6825	Postage & Shipping	2,000.00
6830	License & Dues	500
	Total General Administrative	<b>\$14,000.00</b>
<b>6900-00</b>	<b>Operating Expense</b>	
6905	Rent	700,000.00
6910	Parking expense	11,500.00
6915	Insurance expenses	
6920	Property Policy	<b>101,000.00</b>
6925	Crime Policy	3,500.00
6930	General Liability Policy	23,000.00
6935	Umbrella	16,500.00
6940	Professional Liability Policy	10,250.00
	Insurance expenses total	<b>154,250.00</b>
	Total Operating expense	<b>\$865,750.00</b>
<b>7000-00</b>	<b>Professional Development</b>	
7005	Registration workshops	20,000.00
7010	Education Reimbursement	8,000.00
7015	Recruiting	1,500.00
7020	Travel	30,000.00
	Total Professional Development	<b>\$59,500.00</b>
<b>7100-00</b>	<b>Professional Services</b>	
7105	Accounting/Audit	62,000.00
7110	Consulting	30,000.00
7115	Legal Services	25,000.00
	Total Professional Services	<b>\$117,000.00</b>
<b>7200-00</b>	<b>Physical Plant</b>	
7205	Custodial Supplies	15,000.00

7210	<b>Snow and Landscaping</b>	8,000.00
7215	<b>Maintenance &amp; Repairs</b>	50,000.00
7220	<b>Special Maint. Projects</b>	10,000.00
	<b>Total Physical Plant</b>	<b>\$83,000.00</b>
<b>7300-00</b>	<b>Utilities</b>	
7305	<b>Electricity</b>	140,000.00
7310	<b>Gas</b>	40,000.00
7315	<b>Telephone</b>	15,000.00
7320	<b>Water/ Sewer</b>	30,000.00
7325	<b>Waste Disposal</b>	10,000.00
7330	<b>Security/ Fire Alarm</b>	20,000.00
	<b>Total Utilites</b>	<b>\$255,000.00</b>
<b>7400-00</b>	<b>Vehicle Expense</b>	
7405	<b>Auto Insurance</b>	8,500.00
7410	<b>Vehicle - fuel</b>	2,000.00
7415	<b>Vehicle - Registration and fees</b>	1,000.00
	<b>Total Vehicle Expense</b>	11,500.00
	<b>Total Expenses</b>	<b>\$18,778,040.00</b>
	<b>NET Operating Income</b>	<b>\$238.00</b>

<b>FY25 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 2025 submission	850
Number of students upon which FY25 budget tuition line is based	836
Number of expected students for FY25 first day of school	850
Please explain any variances: Variance is related to withdrawals that have not yet been filled.	

## Appendix A: Accountability Plan Evidence for 2024-25

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

#### Faithfulness to Charter

	<b>2024-25</b> <b>Performance</b> <b>M (Met)</b> <b>NM (Not Met)</b>	<b>Evidence (Include detailed evidence with supporting data or examples.)</b>
<b>Objective:</b> <b>Sturgis will offer an International Baccalaureate (IB) for All coursework experience for all students.</b>		
<b>Measure:</b> Annually, 82% of seniors will take at least 6 IB exams.	<b>M</b>	84% of seniors took 6 IB exams.
<b>Measure:</b> Annually, for seniors designated as high needs, the average number of IB exams taken will be 4.8.	<b>M</b>	The average number of exams taken by High Needs students was 5.5
<b>Objective:</b> <b>Sturgis will seek to ensure college preparation and readiness for all students.</b>		
<b>Measure:</b> Annually, 90% of graduates will enroll in post-secondary education for the following fall semester.	<b>NM</b>	For 2023, 78.7% of students have enrolled in post-secondary education. Data for 2024 and 2025 is not yet available.
<b>Measure:</b> Annually, 80% of graduates designated as high needs will enroll in post-secondary education for the following fall semester.	<b>NM</b>	For 2023, 74.1% of High Needs students were enrolled in post-secondary education. Data for 2024 and 2025 is not yet available.
<b>Objective:</b> <b>Students focus on developing the traits in the IB Learner Profile.</b>		
<b>Measure:</b> 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.	<b>NM</b>	84% of students responded to the survey about the development of IB Learner profile traits, with at least 75.28% of respondents agreeing or strongly agreeing that Sturgis has had a positive effect on developing these traits.
<b>Measure:</b> Annually, aligned with the IB Learner Profile Trait of communicator, 15% of	<b>M</b>	In 2025, 24.6% of seniors achieved the Seal of Biliteracy.

seniors will earn the Massachusetts' Seal of Biliteracy.		
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### **Dissemination**

	<b><u>2024-25</u></b> <b><u>Performance</u></b> <u>M (Met)</u> <u>NM (Not Met)</u>	<b><u>Evidence (Include detailed evidence with supporting data or examples.)</u></b>
<b><u>Objective:</u></b> <b>Partner with a local school district regarding academic programming.</b>		
<b><u>Measure:</u></b> 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.	<b>M</b>	<ul style="list-style-type: none"> <li>Collaborated with Barnstable Public Schools Superintendent, Falmouth DEIB Director, and Cape Cod Collaborative Director on the development of a regional Job Fair using resources from DESE, Association of Mass School Equity Leaders (AMSEL), and Mass Partnerships for Diversity in Education. Shared best practices for recruitment. Job Fair planned for winter 2026.</li> <li>Monthly meetings with Falmouth Academy, Mashpee Public Schools, Falmouth Public Schools, and Riverview School to discuss practices related to increasing belonging and addressing the needs of diverse students on Cape Cod.</li> <li>Attended the Cape Cod Superintendents' meeting at Cape Cod Regional Technical High School to share diversity, equity, inclusion, and belonging strategies related to hiring and job fairs. Co-presented with Falmouth and Barnstable Public Schools.</li> </ul>
<b><u>Measure:</u></b> Sturgis will share its Diversity, Equity, Inclusion and Belonging Plan and Strategies with at least one local district high school.	<b>M</b>	<ul style="list-style-type: none"> <li>Presentation at the "Educating all Cape Cod Children" along with the DEIB Director from Falmouth.</li> <li>Joined the panel of Superintendents at the "Educating all Cape Cod Children" conference to share our Equity Team practices at the conference.</li> <li>As a member of Barnstable No Place for Hate along with the Barnstable Public Schools Superintendent, Sturgis has shared policy and practices related to the support of students, including Sturgis' privacy policy related to sharing information, such as immigration status, about students. The Superintendent of Barnstable Public Schools is also a member and receives strategies shared by Sturgis.</li> <li>Students from Equity Teams at both campuses presented at the Barnstable County Human Rights Commission Human Rights Academy to 10 area schools, community human rights organizations, and faculty from area schools.</li> </ul>

<p><b>Measure:</b> Sturgis will invite area educators, community members, and students to one event annually that focuses on issues of diversity, equity, inclusion and belonging.</p>	<p><b>M</b></p>	<ul style="list-style-type: none"> <li>• Sturgis collaborated with local Latinx owned businesses and family members to celebrate Hispanic Heritage Month in September. Members of the community as well as students and families were invited to attend. One local district (Monomoy) has created their own Hispanic Heritage Month celebration in consultation with Sturgis and modeled after the Fiesta Latina, which is now in its 4th year.</li> <li>• Sturgis invited local area schools, educators, families and students to attend “Counted Out,” a documentary that focuses on the impact that access to math has on students in the 21st century. The film also addresses the systemic inequities and implicit bias that can impact math education for marginalized students. There was a discussion following the film for math teachers to share ideas and process the ideas of the film.</li> </ul>
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## Appendix B: Recruitment and Retention Plan 2024-25

School Name: Sturgis Charter Public School

### 2024-25 Implementation Summary

Our recruitment strategies have resulted in a slow and steady increase in our LEP/EL students. Although there was a slight dip in our special education population this year, that is the result of a larger than usual group last year. This year's numbers for special education students still represents a consistent number over the last 5 years. The recruitment numbers for low income students have shown a slow, small decline.

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

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. Additionally, we invited all the waitlist students to take our math and language placement assessments, as that day includes social and informational activities.

As has historically been true, the significant number of siblings enrolled in the entry class impacts the success of our efforts to recruit students from underrepresented 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 2024-2025:

- Sturgis information tables are 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.
- QR codes link information and application materials on flyers and at information booths in community events.
- QR codes were linked to a form where families could more information or schedule a conversation to learn about ways that Sturgis supports low-income families
- 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
- Optional individual parent/student meetings with school leaders.
- Participation in 8th grade high school fairs with trilingual recruiting materials and multilingual student/faculty representation.
- Trilingual recruiting flyers in English/Portuguese/Spanish sent to all grade 8 & 9 families in our region.
- 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.



- 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.
- Checked the current waitlist for grade 9 to ensure that they re-applied for grade 10 during enrollment period.
- Accepted students and students 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.
- Alums representing a variety of career paths and demographics were featured on the social media sites

<b>Recruitment Plan –Strategies</b> <b>List strategies for recruitment activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<b>(a) CHART data</b>  <b>School percentage:</b> 13.6% <b>CI percentage:</b> 15.6%  The school was below CI percentages	<b>(b) Continued 2024-25 Strategies</b> <ul style="list-style-type: none"> <li>● A special education student will be on the panel of presenters at each prospective parent and student Information Session.</li> <li>● Prospective students may request to shadow a student who receives additional academic supports at the request of the family/student.</li> <li>● The Special Education Coordinator will meet with prospective parents and students requesting information about special education services.</li> <li>● Special Education and Student Support section of the website was updated.</li> <li>● Special Education Parent Advisory Council (SEPAC) representation at events for potential incoming students</li> <li>● 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.</li> <li>● Have students who have received or are receiving additional support volunteer at welcome events to share their experiences with student support services.</li> </ul>
	<b>(c) 2025-2026 Additional Strategy(ies), if needed</b> <ul style="list-style-type: none"> <li>● Continue updating and monitoring our materials and website for increased accessibility</li> <li>● SEPAC visibility at Welcome Events for incoming and prospective students</li> </ul>
<b>Limited English-proficient students/English learners</b>	
	<b>(b) Continued 2024-2025 Strategies</b> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Recruiting brochures and bilingual flyers placed in community centers and Portuguese language classes that serve limited English families.</li> </ul>

<p><b>(a) CHART data</b>  <b>School percentage:</b> 1.9%  <b>CI percentage:</b> 4%</p> <p>The school is below CI percentages</p>	<ul style="list-style-type: none"> <li>• Sturgis will make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages.</li> <li>• Recruiting information sent to Latino WhatsApp groups</li> <li>• Bilingual students are panelists at Information Sessions.</li> <li>• Separate trilingual mailing will be sent to grade 8 students and parents in districts that have significantly higher LEP student populations than Sturgis.</li> <li>• 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.</li> <li>• Trilingual enrollment information was sent to community organizations, including churches, that serve non-English speaking populations.</li> <li>• Sturgis continues to maintain relationships between Spanish/Portuguese speaking community outreach staff and the community organizations.</li> <li>• Encourage multilingual community organizations to use our community space on 529 Main St.</li> <li>• As the population of multilingual learners grows, Sturgis has continued to strengthen the Multilingual Learner Department.</li> <li>• 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.</li> <li>• Provide tours of the campus led by Portuguese and Spanish speaking students.</li> <li>• Added additional layers of translated communication through Reach My Teach.</li> </ul> <p><b>(c) 2025-26 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Sturgis has partnered with Provincetown Public Schools International Baccalaureate school in the past to arrange a shadow day where all Provincetown eighth grade students visit and attend classes at both Sturgis East and Sturgis West, and Sturgis will work to revitalize this program.</li> <li>• Increase outreach to additional EL/FEL populations, particularly Jamaican families, regionally using the same strategies of partnering with the community organizations that were effective for the Brazilian/Portuguese speaking community.</li> <li>• Creating relationships with the local organizations that support newcomers, such as the Health Ministries in Hyannis.</li> <li>• Streamlining the process to access information about transportation for families.</li> <li>• Update recruitment materials and translate them into Jamaican Creole.</li> </ul>
<p><b>Low Income/Economically Disadvantaged Students</b></p>	
<p><b>(a) CHART data</b>  <b>School percentage:</b> 20.2%  <b>CI percentage:</b> 31.3%</p>	<p><b>(b) Continued 2024-2025 Strategies</b></p> <ul style="list-style-type: none"> <li>• The application for free/reduced lunch visible on the school's website.</li> <li>• Sturgis is becoming a participant in the National School Lunch Program by 2025.</li> <li>• An announcement about the availability of free or reduced lunches will be sent to all prospective parents.</li> <li>• Sturgis advertises that all students have access to a 1:1 Chromebook program</li> <li>• Fee waivers available for calculators, CCRTA pass, parking, sports, and educational field trips.</li> <li>• Transportation information was streamlined for prospective families and offered at Welcome Event.</li> <li>• Sturgis brochures and bilingual flyers will be placed at food pantries, Boys &amp; Girls Club, YMCA, BayCove Community Based Health Clinic, Department of Transitional Assistance offices, Career Opportunities office, Housing Assistance Corporation office, and low income housing complexes, thrift shops, and the Salvation Army.</li> </ul>

<p>The school is below CI percentage.</p>	<ul style="list-style-type: none"> <li>● Through Sturgis’ aforementioned partnerships, Sturgis aims to better target its recruitment of students who are economically disadvantaged.</li> <li>● Developed videos that were shared on social media and our website that highlight students who experienced a sense of belonging at Sturgis.</li> <li>● Continuing to strengthen partnerships with community resources for housing insecurity such as Housing Assistance Corp, Homeless Prevention and Independence House.</li> <li>● Share enrollment materials with community-based health centers such as BayCove and Outer Cape Health.</li> <li>● 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.</li> <li>● School nurses will work with families to maintain/acquire insurance through MassHealth as needed.</li> <li>● 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.</li> </ul> <p><b>(c) 2025-26 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Strengthen our relationship with Independence House and the Family Resource Center to share schooling options with families in transitions.</li> <li>● QR Code for families to connect with someone at the school who can share ways Sturgis is financially accessible.</li> <li>● Share information about transportation options to and from school.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2024-2025 Strategies</b></p> <ul style="list-style-type: none"> <li>● During prospective parent and student Information Sessions, presenters will emphasize the extensive amount of academic support (access to teachers, peer tutoring, executive function coaching) that is available</li> <li>● Created a more welcoming environment during our incoming student assessments that includes community building activities, food, and parent information sessions.</li> <li>● Developed videos that were shared on social media and our website that highlight students who experienced academic growth while at Sturgis.</li> <li>● Continued development of classes and support/tutoring opportunities to implement interventions for students who experienced learning loss during the Covid learning years.</li> <li>● Small group interventions for students who require a more targeted intervention strategy.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● Provide examples of students who had success overcoming challenges or experiencing growth at Sturgis.</li> <li>● Materials de-emphasize the challenging 11th and 12th curriculum while emphasizing the support, connection, and growth students experience.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>● The school will emphasize small class size, during and after school tutoring support, low student/counselor ratios, and its success with students who previously faced significant challenges at student and parent Information Sessions and in promotional flyers .</li> <li>● PASS program for students who are facing emotional, behavioral or attendance challenges that are interfering with the ability to remain in school.</li> <li>● Careful consideration of class scheduling in order to maintain peer connections.</li> </ul>

	<p><b>2025-26 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide additional and/or enhanced strategies needed.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Assistant Principal reviews the language in communications at least annually</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Developed a partnership with the NAACP to encourage African-American and multi-racial applicants.</li> <li>• Encouraged Amplify POC and Belonging Books to use the community space at 529 for their community based events</li> <li>• Provided community based events that highlight diversity and access.</li> <li>• Sent student presenters to 2 Human Rights Conferences as participants and presenters to increase visibility to middle school students.</li> <li>• Students presenting at the Human Rights Conference.</li> <li>• Built connections with the Wampanoag Tribe.</li> <li>• Established connections with the Cape Cod Synagogue and Barnstable No Place for Hate.</li> </ul>

## Retention Plan 2024-2025

**Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2024-25 Retention Plan.**

### 2024-25 Implementation Summary:

- Sturgis did not meet its overall goal this year of 97.5 and had a retention rate of 96.4%. This was an improvement over the previous year of 95.7.
- Through the Diversity, Equity, Inclusion and Belonging Department there were events and activities such as The Fiesta Latina and a movie on accessibility to rigorous math 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.
- Created some alternatives to discipline that include educational units that are self directed during our Make-Up Learning Time (MULT)
- There was an increased emphasis on targeting students who are struggling with the adjustment to high school, with enhanced MTSS earlier interventions.

**Overall Student Retention Goal**

<b>Annual goal for student retention (percentage):</b>	<b>97%</b>
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Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 8.6%</p> <p><b>One standard deviation:</b> 14.34%</p> <p>The school's attrition is below 1 standard deviation</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> Below one standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Each year, Sturgis has hired additional paraprofessionals to support students on IEPs.</li> <li>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.</li> <li>ESY programs are available as needed</li> </ul> <p><b>(c) 2025-26 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above one standard deviation: 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>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> N/A%</p> <p><b>One standard deviation:</b> 18.4%</p> <p>The school's attrition is below 1 standard deviation</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> Below one standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Multilingual Learner staff/faculty increased to 2 English Learner teachers, 3 Support teachers, 1 FTE EL Coordinator, 1 FTE Administrative Assistant.</li> <li>SEI course offered for all teachers at no cost to the teacher. Additional study groups available to prepare for the SEI MTEL.</li> <li>Training and coaching provided to content area teachers on implementation of SEI strategies in the classroom.</li> <li>Increased support outside of the classroom through teacher and peer tutoring.</li> <li>Continuing development of the ELPAC.</li> <li>Increase participation of ELs in co-curricular activities through communication with families and support to access transportation.</li> </ul> <p><b>(c) 2025-26 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above one standard deviation: 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>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 7.0%</p> <p><b>One standard deviation:</b> 18.9%</p>	<p><b>(b) Continued 2024-25 Strategies</b></p> <p><input checked="" type="checkbox"/> Below one standard deviation: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>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</li> </ul>

<p>The school's attrition is below 1 standard deviation.</p>	<p>Sturgis has a fund to pay for equipment costs (instruments and calculators) for students with special circumstances.</p> <ul style="list-style-type: none"> <li>• School counselors work with students to access fee waivers for college applications and participate in college visits.</li> <li>• Introduced a food pantry that parents and students can access with shelf stable staples.</li> </ul> <p><b>(c) 2025-26 Additional Strategy(ies), if needed</b></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"> <li>• Sturgis is enhancing support through our enrollment team to provide information about resources available to students and families with financial needs.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Student Support Teams will identify students who are sub-proficient within the first quarter of school</li> <li>• Counselors and advisors meet individually with the students and plan for tiered interventions as needed.</li> <li>• Child Study Teams meet to discuss individual students and determine effectiveness of interventions in place and determine any additional levels of interventions.</li> <li>• Annual review of the DCAP to outline available accommodations for students who are not meeting expectations or benchmarks.</li> <li>• Enhanced MTSS including a suggested menu of tiered interventions that can be implemented in the classroom.</li> <li>• Student Support Plan was updated to include MTSS and DCAP interventions. Student Support Plans between teacher and student are created to set goals and determine potential barriers to academic progress.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>(e) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Student Support Teams will identify students who are at risk of dropping out within the first month of school and throughout the school year</li> <li>• Counselors and advisors will meet with students individually to determine interventions, provide connection, and ensure that students know of available resources in the school and the community.</li> <li>• Child Study Teams meet to determine strategies, student strengths, and identify supports that can be implemented.</li> <li>• Partnership with community organizations to engage students on multiple levels.</li> <li>• Careful consideration is given to class choice to maintain peer connections.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>
<p><u>Students who have dropped out of school</u></p>	<p><b>(f) Continued 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• This letter and menu of options for students is reviewed annually and assessed to meet the individual needs of the student.</li> </ul> <p><b>2025-26 Additional Strategy(ies), if needed</b></p>

<p><b>OPTIONAL</b>  <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) 2024-25 Strategies</b></p> <ul style="list-style-type: none"> <li>• Counselors, Student Services Coordinator (formerly DEIB Coordinator) and 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.</li> <li>• Counselors and advisors will meet with students to determine if there is a need for any additional academic or SEL support needed.</li> <li>• Counselors and Advisors encourage students to attend clubs and activities that will provide community connections both in and out of school.</li> <li>• Name change options standardized for students who are undergoing gender affirming name and/or pronoun changes.</li> <li>• School adjustment counselors, counselors, EL teachers, and the Student Services Coordinator (formerly DEIB office) meet regularly to identify students who are not making connections to other students or teachers and plan additional interventions for those students.</li> <li>• Professional learning communities focused on universal design for learning (UDL) will be implemented.</li> <li>• Building-based equity teams and Hope Squads developed and implemented</li> </ul> <p align="center"><b>2025-26 Additional Strategy(ies), if needed</b></p>
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### Appendix C: School Data Tables

ADMINISTRATIVE ROSTER DURING THE 2024-25 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	September 30, 2024
Susan Voigt	Special Education Coordinator	August 2005	NA
Jennifer Kirk	Principal	August 2007	NA
Patrick O’Kane	Principal	August 2009	NA
Jessica Lynch	DEIB Coordinator	August 2011	NA
Christine McDowell	Multilingual Learner Coordinator	August 2013	NA
Polyanna Rocha	Director of Finance and Operations	July 2024	NA

TEACHERS AND STAFF ATTRITION FOR THE 2024-25 SCHOOL YEAR				
	Number as of the last day of the 2024-25 school year	Departures during 2024-25 school year	Departures at the end of the school year	Reason(s) for Departure

Teachers	96	2	12	Other employment in education = 6 Retirement = 3 Personal reasons = 0 Further education = 1 Agreement non-renewal = 4
Other Staff	39	3	7	Other employment in education = 3 Retirement = 1 Personal reasons = 2 Further education = 1 Agreement non-renewal = 3

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

### [Board of Trustees Webpage](#)

<b>Board Membership During the 2024-25 School Year</b>					
<b>Name</b>	<b>Position on the board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served on the board</b>	<b>Length of each term (start and end date in MM/YY format)</b>	<b>Final year of service possible based on term limits in bylaws</b>
Aimee Foster	Vice President		1	04/24-04/27	2033
Gordon Harris	President	Board Development, Finance	1	07/23-07/26	2032
Eric Hieser	Trustee	Board Development	1	06/22-06/25	2031
Paul Marble	Exec. Dir/Trustee	Personnel, Planning for Change, Finance	NA	07/16-end of tenure	End of tenure as Executive Dir.
Iona Masil	Faculty Rep	Personnel	1	08/24-6/26	2026
Nate Mullins	Treasurer	Finance	1	03/25-02/28	2034
Arthur Pontes	Trustee	Planning for Change	2	7/24-12/24	Deceased
William Roberts	Trustee		1	6/24-1/25	Resigned
Tim Telman	Treasurer	Finance	1	2/23-10/24	Resigned
Theresa Tuano	Trustee	Planning for Change, Personnel	2	03/24-02/27	2030
Marion Weeks	Secretary		3	08/23--08/26	2026

## **Appendix D: Conditions, Complaints, and Attachments**

**Conditions:** None

**Complaints:** No official written complaints were received by the Board of Trustees during the 2024-25 school year.



**Attachments:** None