VERITAS PREPARATORY CHARTER SCHOOL
ANNUAL REPORT 2020-2021

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INTRODUCTION TO THE SCHOOL

Veritas Preparatory Charter School			
Type of Charter	Commonwealth	**Location of School**	370 Pine Street, Springfield, MA 01105
Regional or Non-Regional	Non-Regional	**Chartered Districts in Region**	n/a
Year Opened	2012	**Year(s) the Charter was Renewed**	2017
Maximum Enrollment	766	**Enrollment as of 6/17/2021**	405
Chartered Grade Span	5-12	**Current Grade Span**	5-8
Number of Instructional Days per School Year (as stated in the charter)	185	**Students on Waitlist as of 6/17/2021**	126
Final Number of Instructional Days during 2020-21 School Year	170 48 in person learning 122 remote learning		
School Hours	M, T, Th, F, 7:30 a.m. to 3:30 p.m. W, 7:30 a.m. to 1:00 p.m.	**Age of School as of 2020-21 School Year**	9 years
Mission Statement: Veritas Preparatory Charter School prepares students in grades 5 to 12 to complete, achieve and succeed in college and beyond.			

SCHOOL PERFORMANCE AND PROGRAM IMPLEMENTATION

FAITHFULNESS TO THE CHARTER

Mission and Key Design Elements

Our mission is to prepare our students to compete, achieve, and succeed in high school, college, and beyond. The following three key design elements have been implemented successfully throughout the year:

1. High expectations and relentless support for every scholar: We believe each of our scholars is college bound and hold them to high expectations. We hold ourselves, and each other, accountable for the achievement of our scholars. We know that delivering content that is rigorous, relevant, and requires scholars to embrace the struggle of learning is more engaging and more enduring. We achieve this by using culturally relevant, rigorous, standards-based curricula and responsive instructional methods that require our scholars to use critical thinking and to dig deeply into all academic subjects. VPCS is dedicated to providing each scholar with increased, focused one-on-one time with teachers. Our daily schedule provides targeted tutoring time when teachers engage the scholars for small-group or individual support. Additionally, our staffing model pairs two teachers with each advisory so that teachers thoroughly know their scholars. Dedicated special education and EL teachers are connected with each grade level, ensuring that they also get to know scholars well and can partner with the teachers to support scholars' needs. Each day, scholars engage in two ELA classes: one focused on reading and one on writing. Scholars deepen their mathematical thinking each day in two different math classes: one focused on problem-solving skills and one on procedures. Scholars also receive instruction in social studies and science daily, as those subjects and the background knowledge built through those subjects are essential to our scholars' preparation for college and responsible citizenship. The arts are a key part of building our scholars' love of learning across multiple domains. Music, theater, and art are offered each week. Physical education is an important complement to the intellectual work done by scholars and is offered on rotating days each week. At the center of this rigorous curriculum is the commitment to cultivating a love of learning. To ensure access and equitable expectations for all scholars, we are consistent in our instructional practices and quick in our interventions and support to ensure each scholar is able to access rigorous, standards-based curriculum and instruction. By using scholar writing, class work and discussions, and interim assessments, we collect a variety of data to learn about the diverse academic needs of scholars. Quarterly, we analyze interim assessment data together to help inform scope and sequence adjustments. Monthly, teachers unpack unit level assessments to inform adjustments to upcoming unit and tutoring plans. Weekly, teachers examine scholars' daily work in content-level team meetings to inform daily lesson plans and tutoring. Our scholars experience data-centric instruction through the school's focus on standards-based grading, which centers attention on a scholar's strengths and areas of development related to specific skills and knowledge. This data helps scholars better set goals

for themselves related to each subject area and informs and engages families and stakeholders so that each scholar meets their full academic potential.

2. Developing scholarly habits for high school, college, and career success: Scholars learn more and better in a positive, loving community that supports them in reaching a high academic bar. We have established clear school-wide expectations and teach those to all scholars while providing consistent feedback, helping them to build positive and productive habits that will set them up for success in college and career. We create a safe, structured, predictable space for scholars to take risks with their academics through school-wide routines and procedures that make expectations clear. Routines such as arrival, transitioning in the hallways, lunch, dismissal, and getting materials or meeting basic needs are taught and practiced. We pair this structure with a commitment to building strong, positive relationships among teachers and scholars and among scholars themselves, emphasizing teacher-scholar check-ins, restorative practices in community circles, group and individual incentive systems, and teaching social-emotional skills and scholarly habits tied to our school's DRIVE values. A critical component of a college preparatory curriculum is the development of character and discipline. We expect every scholar to behave professionally and meet school-wide expectations. Our school-wide behavior system tracks points for individual scholars and can be redeemed for rewards and events. This system is an important tool to set goals for improvement and provides detailed communication to parents on a weekly basis through DRIVE reports. Through advisory, community meeting, and our social emotional learning (SEL) curriculum, we teach the skills and habits that help scholars achieve success in and outside of school. We implement a vertically aligned and relevant SEL curriculum with a tiered intervention system that supports all scholars to develop the DRIVE to compete, achieve, and succeed at VPCS and beyond.

3. Provide professional development (PD) and coaching to support teachers to drive dramatic gains in scholar achievement: Teacher leadership in the classroom is the key to our scholars' academic and social-emotional success. We focus on systematically coaching and developing our teachers into amazing classroom leaders who drive dramatic gains in scholar achievement. We begin with three weeks of PD before our scholars arrive and provide PD weekly. Professional development is conducted on an early release day one once a week, when we dismiss scholars early to engage teachers in high-quality PD that is planned and delivered by our school leaders. Our schedule allows time for teachers to collaborate daily to learn with and from each other. Providing on-the-ground support to teachers, especially new teachers, is critical to their growth and success. Our teachers engage in individual coaching at least once every two weeks with a school leader who observes them regularly and knows them and their students well. Our Coaching Fellows program, launched in 2018, helps us create a bench of instructional leaders who provide teachers with training and support to develop their skills through coaching and mentorship. The heart of our school is in the classroom, so developing our teachers as the leaders and experts is a key driver of our scholar's success.

Amendments to Charter

Date Submitted	Amendment Request	Pending or Approved?
August 2019	Expand total enrollment and grade levels served	Approved
March 3, 2020	Revise bylaws	Approved
June 21, 2021	Revise Enrollment Policy	Approved

Access and Equity: Discipline Data

Veritas continues to maintain a lower rate of student discipline while maintaining a positive culture focused on student achievement and high expectations. Our team takes a unique approach to student behavior, and our trained culture team collaborates with teachers, students, and parents/families to support students to meet high expectations, and to provide individualized support when needed. Teachers and students are proud of this and feel supported to make the school experience for scholars the best it can be. **Specifically, the things outlined below are what have allowed us to continue with minimal suspension in 2020-2021, with a specific focus on the disparity between the sub-groups.**

2019-20 Student Discipline Data The most recent, publicly available student discipline data for Veritas can be found here.					
Student Group	**Total Number of Students**	**Students Disciplined**	**% In-School Suspension**	**% Out of School Suspension**	**% Emergency Removal**
All Students	392	15	2.3	2.0	0
English Leaner	18	0			
Economically Disadvantaged	322	12	2.2	2.2	0

Students with Disabilities	91	7	6.6	1.1	0
High Needs	339	13	2.4	2.1	0
Female	211	6	1.4	2.4	0
Male	181	9	3.3	1.7	0
American Indian of Alaskan Native	2	0			
Asian	5	0			
African American/Black	68	3			
Hispanic/Latino	289	12	2.1	2.8	0
Multi-Race/Non-Hispanic/Latino	9	0			
Native Hawaiian or Pacific Islander	0				
White	19	0			

Classroom Management: The classroom management system emphasizes keeping scholars in the classroom with the same high expectations and more opportunities for redemption. In a traditional year, we use the *Promotion System*, a chart in every classroom designed to allow students opportunities to be recognized for their efforts in exhibiting positive student behavior while also holding them accountable when they struggle. The Promotion System is used by teachers in every classroom to provide feedback on student habits for success. It allows students to earn promotions and demotions based on how they participate and engage within the classroom. The system is designed to give real-time feedback to students so that strong academic habits are supported over time. The goal of this system is to provide a clear structure and system for accountability for students to meet the school's high expectations, so the classroom community is safe, predictable, and welcoming to all. During remote and in-person learning, a key priority was to ensure that students were praised for engaging during the whole block. Therefore, we used a revised version of this system that included giving out points at the end of class based on engagement and participation during the block. Teachers were able to find innovative ways to support student engagement remotely, such as utilizing the private chat and breakout rooms to have conversations with students. These class points were totaled at the end of the week and added to weekly incentives. Remotely, we were able to be creative about the weekly incentives through emailing students gift cards, offering snack bag pickup times for families, or doing online games such as bingo for students who met the points threshold.

Common Expectations: In a traditional year, expectations for physical spaces such as the hallways and community room are clearly defined and consistent school wide so that our community feels consistent, calm, and safe each and every day. During in-person instruction, the expectations that were emphasized were largely health and safety protocols such as procedure for mask breaks, lunch, breakfast, and physical distancing. During remote learning, school leaders created common expectations around logging onto zoom, participation during class, and how to maximize learning time with quick use of technology platforms.

Logical Consequences: The Director of Culture and culture team are a support team available to all students and teachers to ensure a quick response and correction when any of our community norms are broken. Students clearly know and understand the expectations of our school community, and if a scholar makes a mistake that goes against our community norms, our teachers and culture team respond in a way that is the most logical, versus what is most punitive. For example, if a student breaks a community norm of kindness to their classmates, they are asked to mediate or apologize versus spending time in detention or out of the classroom. Suspension is warranted only for violations to our community norms that create unsafe learning spaces either physically or emotionally. The goal is that any consequence supports the scholar to adjust the behavior to be in the best interest of themselves or the community in the future, not to punish.

Restorative Practices: When a scholar violates a community norm, it is pertinent that there is a level of restoration that happens between the individual and the community. The scholar must identify what or who their behaviors and choices affected and determine how they can repair relationships. In remote learning and in a traditional year, some examples of restorative practices included holding conversations and circles between classmates, writing apology letters to read to the class, or taking part in mediations to support stronger relationships.

Parent/Guardian Communication: We aim to listen to and be partners with the families of the students we serve. Partnership starts with a strong relationship, so we train and support our teachers to get to know the parents and families of their students early on. From there, we require teachers to communicate with families on at least a bi-weekly basis about both strengths and areas of growth for their child, by checking in with a positive text, sending reminders about assignments,

or giving a grades update. Partnerships with families are a key priority as we know they can make all the difference in the academic achievement of our scholars. We also know that listening to the voices of our families is an important way for us to make our school the best it can be for our students. We solicit regular feedback from families through an automated texting program called Possip, conduct mid-year and end-of-year surveys, and ask our teachers to consistently collect informal feedback about their experience. During remote learning, we knew that it was even more important to communicate with our families so they could best support their students from home. In addition to our traditional family engagement strategies listed above, we held information sessions about remote learning, posted videos to our website outlining how to use tech programs, and held virtual town hall events to get input and feedback from our families.

Positive Incentives: The Director of Culture creates a joy calendar every year with regularly scheduled incentives and awards to celebrate and honor our driven and hardworking scholars. The calendar includes weekly (Rockstar Monday) and monthly incentives and awards as well as field trips and other activities for scholars. In addition to the calendered events, in a traditional year, the leadership team leads three school-wide challenges to provide some group incentives and rewards around specific goals. All of these initiatives foster positivity around school-wide goals. During remote learning, we focused just on Rockstar Monday and monthly Scholar of the Month awards. Teachers led smaller-scale celebrations with just their individual classes as well.

Supports and Interventions: Veritas continued to refine the school's tier 2 interventions to best support students during remote learning. The culture and counseling teams met at least one time a week to identify ways to support students' engagement with the remote school environment. Our culture team reached out to families of students who did not sign on for learning each day and on an ongoing basis to understand how to best support them to be there. The team also did home visits to ensure that students who were struggling to engage had the support they needed to learn. Our supports were nimble and responsive to families' needs throughout the pandemic.

Professional Development and Coaching: This year, since we had more time dedicated to professional development, we were able to prioritize four full weeks in August to training teachers on the new remote platforms, systems, and procedures for learning. Starting in August, the leadership team led focused training for new and returning staff in how to build culture, community, and student engagement in a remote environment. All teachers continued to receive consistent weekly or bi-weekly coaching to support strong remote teaching and learning throughout the school year.

Social-Emotional Learning: All students participate in SEL modules delivered in their classrooms during the DRIVE block. These lessons address a wide range of topics, including ethics, self-determination, self-regulation, emotional awareness, social problem solving, mindfulness, conflict resolution, healthy friendships, and bullying prevention. During remote learning, we knew it was essential that we add even more SEL time to our day to support students to process through the challenging times, so this block was held three times per week. We added in time for cultural competence sessions that focused on showing the brilliance and attributes of marginalized groups, as well as community building circles that focused on maintaining strong relationships remotely. We will use what we learned this year to continue to adapt our model for SEL development in our scholars moving forward.

Dissemination Efforts

Veritas Prep Charter School engaged in a partnership with the Holyoke Public Schools (HPS) in 2018 to disseminate practices within HPS by launching a middle school within the HPS district. Veritas Prep Holyoke (VPH) completed its third year of operation on June 23, 2021. Through the development and operation of a school with the HPS district, our network team has had the opportunity to collaborate with district leaders across all areas of the school's program and operations. The impact of this unique partnership and model for meaningful dissemination spans from the implementation of school-based practices such as the use of data to inform instructional planning to district-wide staffing plans such as the implementation of a Dean of Operations position at all schools to the planning of district-wide middle school reform and reconfiguration. Our team conducts learning walks for district leaders that focus on specific areas of practice and supports implementation with the sharing of materials and ongoing guidance. Veritas Prep's executive director is currently participating in a collaborative process with HPS leaders and community members that will result in concrete recommendations to the receiver/superintendent for the reconfiguration of middle schools in the district. The experience of operating a school within the district and embracing all of the real and perceived differences between the two governance models makes for a mutually beneficial relationship and supports dissemination that can make a lasting impact on our public schools. The table below illustrates the additional practices we have disseminated in our region this past year.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Health and Safety Protocols for COVID-19	Series of Meetings and Planning Sessions	Lynne Mills, Director of Business and Finance	Cynthia Carbone, Director of Health Services for Holyoke	Shared documents and resources used to inform Health and

			Public Schools	Safety Protocols for both VPCS and HPS
Instructional Staffing Model	School observations followed by discussion with leaders	Rachel Romano, Executive Director Ashley Martin, CAO at Veritas Prep	HPS District Leaders: Steve Mahoney, Secondary Schools Supervisor	Discussion of PD, coaching, and accountability structures
Leadership Development	Participated in Barr Grant meetings around supporting the development of instructional leaders	Shannon Langone, Director of Talent Ashley Martin	HPS district leaders	Three-year Barr grant awarded to Veritas and HPS for leadership development with Relay
Teacher Development and Recruitment	Teach Western Mass Recruitment Working Group/Residency Advisory Board	Shannon Langone	Teach Western Mass staff and teacher residents	Training for TWM certified teachers and residents around interviewing for teaching roles

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE   **Veritas Prep Charter School: [2020 Official Accountability Report](#)**
Veritas Prep made substantial progress toward accountability targets from spring 2018 to spring 2019, and closely monitored student learning in 2020-2021 despite not having MCAS data. Historically, we have depended on standards-based grade-level interim assessments, school-based unit assessments, and our standards-based gradebooks to monitor student learning. During COVID, we continued to use those tools and added the MAP Growth assessment, a nationally normed growth assessment from NWEA. In the past year, we administered, via a remote platform, three abbreviated standards-based interim assessments from ANet. We administered MAP Growth twice remotely and once right after MCAS during in-person learning in May. In a traditional year, we administer four full-length ANet assessments with students in person. Participation rates for these non-state assessments varied this year, ranging from 85 to 90%. While we attempted make-up sessions, we did not reach 100%, a target we traditionally hit when administering our non-state assessments in person. Our non-state assessment data helped to drive adjustments to our remote program and in-person learning this past year, and paints a sobering picture of the work ahead post-pandemic. The headlines are as follows:

- 7th and 8th graders performed better than our 5th and 6th graders in both ELA and Math according to both our interim assessment data and MAP growth data. (**Note:** MAP is a brand-new assessment for us in 20-21 so we are in the beginning stages of understanding how to use and interpret it.)
- While a large majority of our classrooms typically outperform the network on interim assessments by 5% or more, a significantly smaller percentage did that in this year. 26% of math classrooms and 38% of ELA classrooms outperformed the MA network by 5% or more. Although most of our classrooms did not outperform the network by 5% or more, almost 80% of ELA classrooms were at or above the network and 44% of math classrooms were at or above the network. Special education and EL students especially struggled, with 0% percent of students with IEPs and ~13% of ELs predicted to meet expectations on ELA MCAS according to rough estimates of ANet correlations to MCAS. (**Note:** These correlations are rough and are based on our previous year's experiences with ANet's full-length assessments, not based on any real scientific correlation study.)
- Special education and EL students especially struggled, with approximately 25% of students with IEPs and ~9% percent of ELs predicted to meet expectations on the math MCAS according to rough estimates of ANet correlations to MCAS. (**Note:** These correlations are rough and are based on our previous year's experiences with ANet's full-length assessments, not based on any real scientific correlation study.)

Our school leaders and teachers systematically analyzed interim assessment data, unit assessment data, and standards-based gradebooks throughout this school year in weekly data meetings. In response to that analysis, they planned re-teaches, made adjustments to upcoming units, and planned targeted tutoring, key structures we had in place prior to the pandemic. Our Instructional Support Team actively monitored tier 2 and tier 3 academic interventions for the lowest quartile of students and used the data to inform pilots of different literacy interventions to respond to students' needs in the moment and to inform our intervention programming for next year. Our math instructional leaders used data throughout the year to make adjustments to our second math block, clarifying for teachers how to use technology-based math interventions to better support students.

ACADEMIC PROGRAM
Our leadership team collaborated throughout the summer of 2020 to develop plans for remote, hybrid, and in-person instruction. Ultimately, based on the data in our community, we opened remotely in August of 2020 and operated remotely through March. We brought students back in to in-person learning in April 2021, with approximately 60% of students opting for in-person and 40% choosing to continue remotely. We ensured the safety of students and staff during in-person learning by following all guidelines published by the DESE, adding additional staffing and training all staff and students in COVID safety protocols. Our goal, regardless of model of instruction, was to keep the academic program as consistent as possible, keep our curriculum as close to what we've previously used as possible, and provide the highest quality instruction and support for all students in all models. While many practices remained the same, there was significant work throughout the school year to revise aspects of curriculum, instruction, assessment, and support for remote learning.

Curriculum: In order to keep our curriculum as close to previous years as possible, we invested in several key technology tools to help us "remotify" our curriculum. The four main tools we invested in were:

- **Nearpod:** Teacher teams used Nearpod to make lesson materials visual and interactive with key checks for understanding throughout. This tool also allowed for teachers to "circulate" the Zoom room and see students' thinking/work when in person they would do that by looking at students' papers on their desks.
- **Actively Learn:** Teacher teams loaded texts and documents into Actively Learn so that students could digitally access texts. This tool also provided read-aloud features and options for scaffolding texts, both of which are key supports we provided in person to ensure all learners could access grade-level texts.
- **EdLight:** Teachers used this technology tool primarily in math so that students could upload pictures of their math work from their notebooks. This allowed another alternative for teachers to respond to student work in the moment when they were unable to circulate a room to look at student work.
- **Google Classroom:** In the past, only our writing class used Google classroom, but in the remote environment, all class work was posted in Google classroom
- **Edulastic:** This is an assessment tool we have used for the past year for administering our math unit assessments and quizzes in particular. In remote and in-person learning, we continued to use this quiz tool to administer our own assessments.
- **Zoom:** This video conferencing tool allowed us to teach remotely.

We did not make any large changes to the ELA or math curriculum in the 2020-21 school year, though some grade levels taught one or two fewer texts than in a typical year because of the time it took at the front end of the year to adjust to a remote learning environment and the time needed to teach in-person routines and procedures. We continued to use a common core standards aligned curriculum. We continued to use a standards-based gradebook that gives teachers insight into student performance and provides students with opportunities to master standards throughout the year, prioritizing some standards more than others with some of the prioritization tools provided by ESE.

ELA: During remote and in-person learning, we continued using our existing ELA curriculum, centered around full-length, grade-level texts with an emphasis on close reading, rereading, discussion, and writing about reading. Using a tech tool called Actively Learn, we were able to upload all of our texts, ensuring all students had access. This tech tool also allowed students to access scaffolds such as read-aloud and vocabulary support so that all students could access grade-level texts. Teachers were also able to insert checks for understanding at key points in the text to support students and to monitor student comprehension. Using Google classroom, students were able to submit their writing and receive regular, personalized feedback on their work from teachers. Using Zoom chat and breakout room features, students were able to engage in discussions about texts versus just relying on whole-group discussions.

History and Science: During remote and in-person learning, we offered history and science asynchronously. We shifted from "remotified" versions of our standard curriculum to science and history modules on NewsELA midyear because we noticed students were struggling to engage with our materials asynchronously. By using the NewsELA modules for science and history, we were better able to support all learners because those modules were connected to students' reading levels from the MAP assessment, allowing students to access science and history content at their reading level. We began work on our 8th grade civics curriculum to use in the 21-22 school year, engaging in a partnership with Generation Citizen to support us with the 8th grade civics project. For science, we began investigating a pilot program of open source phenomenon-based science curriculum that has been vetted by the Mass-Stem hub.

Math: During remote and in-person learning, we continued to use our existing math curriculum, which was remotified using Nearpod. We supplemented our second math block with a key tech tool, MAP Accelerator, which allowed us to personalize math learning for students based on assessment data. We also piloted targeted units from Fishtank Plus, using their pre-assessments to help target students' needs.

Supports for all learners: In addition to the technology tools that helped support all learners with accessing the curriculum, we continued our co-teaching model, our tutoring block, and tiered intervention services. Special education and EL teachers had access to student work and digital platforms alongside general education teachers. These student support teachers utilized Zoom features such as breakout rooms and private chat features to give individual feedback and to pull small groups to the "back of the classroom" as they have done previously in person in our inclusion model. The tutoring block, which is a support we provide for all students in person and which is especially beneficial for many of our special education and EL students who may need a time-bound, structured intervention time, is something we continued during remote learning, with teachers using breakout rooms or their own Zoom room links to provide small-group services to students. In the second half of the year, we added an interventionist role to our team. She spent the spring systematically analyzing student data, researching different interventions with a focus on literacy interventions, consulting with outside experts for feedback, and running small-group pilots with small groups of teachers and students, primarily in the 5th grade. This action research has helped inform our plans and supports for all learners for the upcoming school year.

Instruction: We have continued to ensure high-quality instruction in a remote setting using our teacher coaching program, team meetings, and PD structures that we have used in previous years, adjusting the content in light of the details of remote instruction.

Teacher coaching: Teachers continued to engage in one-to-one coaching or in small-group coaching with a school leader throughout remote and in-person instruction. School leaders identified coaching points with teachers and practiced those either weekly or bi-weekly, depending on teacher need. For more experienced teachers, frequency of coaching meetings varied in the spring given the demands of transitioning to in-person learning and MCAS testing.

Team meetings by subject areas: A core part of our model has been collaboration time. This continued in both the remote and in-person settings. Grade level content teams met weekly to plan lessons and problem-solve about remote instruction. Once teachers were oriented to teaching in a remote environment, teacher teams began weekly data meetings, a practice from previous years of analyzing student work and student data to plan re-teaches.

Weekly PD on the early release day: Throughout the year, leaders observed classroom instruction together ("Zoom-throughs" versus "walk-throughs"), identifying strengths and gaps in high-quality instruction. These regular classroom observations informed the PD series for teachers. Some of the PD series this year included: techniques for student engagement in a remote classroom, planning and leading math problem-solving discussions, giving meaningful feedback on student writing that moves writers forward, and teaching in a hybrid classroom.

Three-week August PD: With extra time leading up to the start of the 20-21 school year, we had a four- rather than three-week August professional development, which is critical to laying a the groundwork for a vision of high-quality instruction. It was an important time to lay expectations for how to remotify curriculum and for teachers to practice teaching using the different tech platforms we invested in, including Zoom.

Assessment: As described in the Student Performance section on page 7, we maintained our assessment strategy, adding a nationally normed growth assessment to help us better diagnose and intervene around student needs. The MAP Growth assessment is connected to a math instructional intervention we used, allowing us to quickly customize and personalize student learning based on assessment data. This additional assessment also connected to another curricular support we used to deliver asynchronous history and science lessons, allowing all students to access content.

Ensuring Access: To ensure that all students were able to access the academic program during remote learning, we made four key moves in addition to the ones described above, investing in key technology tools to make curriculum, instruction, and assessment more accessible for students; developing and supporting teachers in implementing remote instruction; and monitoring and responding to student learning needs:

Do whatever it takes to get all students computers, headphones, and Internet access: By the start of the school year, we had distributed computers, hot spots, headphones with mics, school supplies, and books to almost all of our students. Our team persisted to ensure 100% of students had the tools they needed to engage in remote learning. Throughout the year, our tech operations teams held office hours and supported parents in supporting their students with technology, such as hardware and software issues.

Closely monitor and follow up on attendance and engagement expectations: Leaders set high expectations and goals for student attendance and engagement and early on invested teachers, students, and families in those goals, communicating often about where we were in relation to those goals throughout the year in our daily attendance email and in weekly PD. An attendance team made up of the operations leader, principal, school culture leader, and student/family services manager met daily as soon as attendance was taken to respond immediately. Automated calls and texts went out to parents through our Deanslist program, and personal calls were made to students and parents if there was no response. Teachers set expectations for cameras to be on for all unless a private chat and note from the parent was included. Teachers also used Go Guardian

throughout the day to monitor student engagement on certain tech tools to ensure strong accountability for student participation. If attempts to engage students and parents did not work, a referral system was set up for teachers to seek more support from the counseling or culture teams. The counseling and culture teams met daily at first, and then over time moved to weekly, identifying students who needed home visits and planning incentives and rewards for student attendance and engagement. When we transitioned to in-person learning, teachers and leaders rallied again to get as many students as possible back in person, using many of the same systems described above. Many of these protocols are ones that we used when in person in previous years and that we needed to tweak and adjust for a remote environment.

Solicit parent/family feedback frequently about the academic program: Three years ago we instituted a parent feedback system called Possip. We continued using this system during remote and in-person instruction to solicit parent feedback monthly and sometimes biweekly, depending on the time of the year. This feedback combined with open town halls and interviews with a targeted group of parents last summer about the previous spring's experience with remote learning helped inform adjustments and tweaks to our program.

Launched in-school learning pods for a small group of students who were struggling the most: In January we began planning to bring back a small group of approximately 40 students who were struggling the most with remote learning, many of whom were students with IEPs. We hired academic tutors to work with that small group of students as they engaged in online learning.

Ensuring Safety: Our operations team made a comprehensive plan for ensuring student safety in accordance with DESE guidance and state and local public health guidelines for our reopening plan due to the state last August, then slightly revised them when we reopened for a small group of students in the late winter and for all students in April. As our program transitioned from full remote to in person, we trained our staff in these safety and health procedures during our weekly half-day early release. Our detailed plans for ensuring physical safety are posted on our website in the reopening handbook in both English and Spanish.

Plans for Accelerated Learning During the 2021-2022 School Year: As described in the Student Performance section on page 7, the student learning outcomes from this year are sobering despite our intense efforts to mitigate learning loss, and will require not just an accelerated learning plan for the 2021-2022 school year, but a longer term plan for the next three to five years. Our school's key design elements are grounded in a vision of catching students up who are behind, so we have the right foundational elements to support accelerating learning for our students. Some specific critical investments and adjustments to our program that we are planning to make for next year include:

Revised Assessment Strategy: We learned a lot from adding a growth assessment to our assessment strategy. MAP Growth has a lot of potential to help us better personalize student learning, as it links to a key math intervention program we have been using this year and plan to use next year. MAP Growth also has the potential to get students more invested in owning their learning because it is easier for them to see growth over time, something students cannot see with our interim assessments, as different standards are assessed at each administration. We believe this social-emotional investment in their own learning is essential to help address some of the learning gaps created by remote learning. We are also adopting a math curriculum that includes pre-unit assessments to help teachers better diagnose student needs on the front end of teaching a unit. Lastly, we are formalizing and simplifying how we assess fluency, a foundational reading skill that is essential for students to grow into strong readers. Please see the Student Performance section on page 7 for more information.

Foundational Reading Interventions: In the late winter we repurposed one of our leadership roles to focus on studying interventions, particularly reading interventions. Historically, our literacy achievement data has not been as strong as our math achievement data. Our assessments this past year have pointed to students' reading needs, especially in our 5th and 6th grades, students whose experiences with us at Veritas have been most interrupted by remote learning. Based on our intervention leader's small pilots this spring and in consultation with outside reading experts Meredith and David Liben, who authored a book about foundational reading skills, we have a plan for supporting students', especially our 5th grade students and our special education students, with reading needs around fluency and word work using Tim Rasinski's Five Minute Fluency Assessment, Google fluency tutor, and HD Word. In addition to this leadership role to shore up our intervention work and to help implement it, we have also hired an intervention teacher to support the implementation of our reading interventions for 5th and 6th graders.

Deepening Math Interventions: As described in the curriculum section above, we began implementing MAP Accelerator in the middle of last year. It is a program that links to students individual MAP growth scores and personalizes a math program to specifically target gaps in their learning. We plan to build MAP Accelerator into our daily program in the fall. ST math is a program designed to target conceptual understanding in the lower grades and is a program we tried with a few students this past year and one that we want to use with our most struggling scholars to target gaps in their math learning in the coming year.

Three-Year Plan for Improving Writing Instruction: Our last writing data from MCAS in 2019 pointed to a need to rethink our writing instruction. For the last two years, members of our teaching and leadership team have been taking classes with

The Writing Revolution and trying some of the strategies in their classrooms. The Writing Revolution is not a curriculum, but a series of strategies to use with your core curriculum. It was designed by a researcher and teacher who founded a school for students with learning disabilities. We have embarked on a three-year partnership with them, which involves their team coaching a targeted number of teachers in our school, one grade level at a time, to slowly build a writing program from grade 5 upwards led by teacher champions. We will start this partnership in August, with two of our four 5th grade teachers participating.

Tier 1 Curriculum Adjustments: While our curriculum materials are strong and are grounded in the common core shifts, grade-level standards, and high-quality curriculum from other high-performing schools, we recognize that the curriculum landscape has evolved. Strong, expert-developed curriculum materials that include key content and special education and EL supports are now readily available. This spring, after testing out some key materials with targeted grade levels and getting feedback from our math teacher leaders, we decided to adopt Fishtank Plus math materials. For ELA, we have identified a targeted number of units for each grade level that we want to test out for next year. Given the needs we anticipate for all students, especially our special education and EL students, we want to ensure our teachers have the best supports possible in their curriculum materials. So, in the coming year, we'll be learning from our teachers about which curriculum supports help them do that.

Teacher Support/Coaching Investments: We have worked the last several years to build a bench of strong instructional leaders and teacher leaders. In the coming year, given student needs, we know we need to also invest in supporting our teachers. In the middle of this past year, we added another Dean of Curriculum and Instruction for math/science. In the coming year, we are adding an additional Dean of Curriculum and Instruction for ELA/history. In addition to coaching individual teachers, these DCIs will help support team lesson planning meetings and weekly data meetings so that we can help ensure we are proactively planning for students' learning needs and reacting and responding to student learning gaps.

Increase in SEL/Mental Health Supports: We know that ensuring students are ready to learn socially emotionally is key. While we have a strong SEL program in place and have strong student/teacher relationships, we know that many students will need even more support. Many of our students have had additional trauma during the past year and half. We have added an additional counselor to our staffing plan for next year to help support the increased social-emotional and mental health needs, and we are exploring additional supports from a community mental health support agency as well.
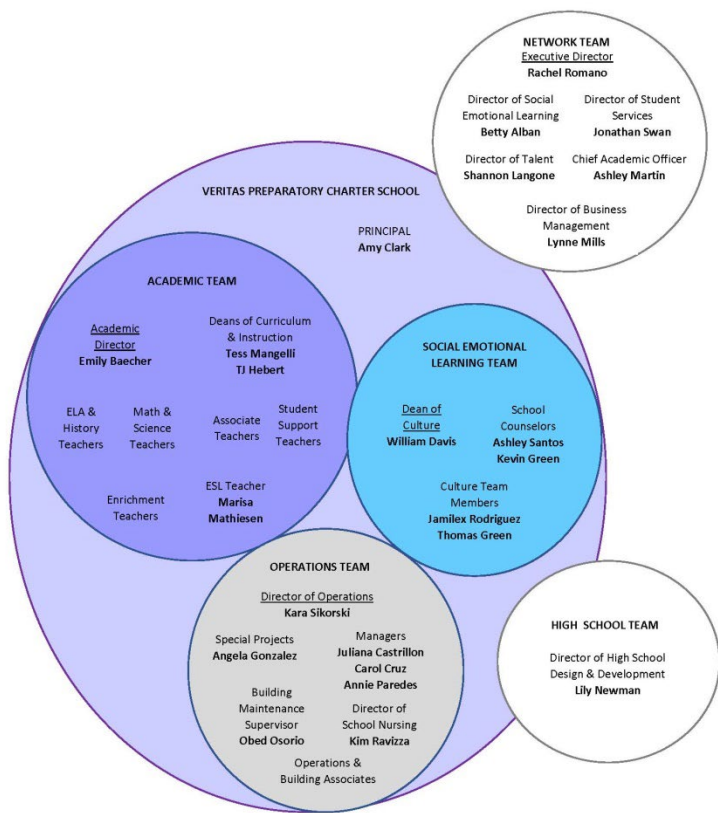
Extra Time on Learning: Because of our extended school year (our school year is five days longer than our sending district and we have three weeks of August PD), our teachers have one month off in July. This staffing challenge has been a factor in us not being able to offer summer school. For this summer, we have partnered with Teach for America to offer summer school for our students during July. We are excited to learn from this partnership and to see how this summer small-group experience supports our students both academically and socially/emotionally. We have approximately 141 students enrolled in this summer opportunity.

ORGANIZATIONAL VIABILITY

There were no major changes to the organizational structure of the school this year. The school leadership team is overseen and supported by a network team, which also supports the partnership and dissemination work with the Holyoke Public Schools. We continue to use our two-teacher model with a support teacher (special education) and associate teacher at each grade level. One Director of Culture continues to work with two assistants to maintain a structured, strong school culture alongside the school counseling team of two social workers who support our students and their social-emotional needs. We plan to add a third counselor to the school in the upcoming school year to ensure students are supported with their social and emotional needs post-pandemic. We also continued to invest in a leadership pipeline by having three teacher positions that have the additional duty of coaching less experienced teachers in their development across the school, teachers who lead in their content areas for each major subject at each grade level, and a grade level lead who supports whole grade level team efforts. New this year was the addition of a Manager of Student and Family Services to continue to deepen our support for families. We do not anticipate any major changes to our organizational structure for the 2020-2021 school year, but want to note a few minor changes. Now that we have an approved expansion into high school grades starting in fall 2022, we have hired a Director of High School Design to establish and lead a Design Team to do the work needed to expand into a strong high school model. We have also eliminated the Manager of Strategic Priorities and added another Dean of Curriculum and Instruction.

FY21 VERITAS PREPARATORY CHARTER SCHOOL ORGANIZATIONAL CHART

NETWORK TEAM
Executive Director
Rachel Romano

Director of Social
Emotional Learning
Betty Alban

Director of Student
Services
Jonathan Swan

Director of Talent
Shannon Langone

Chief Academic Officer
Ashley Martin

Director of Business
Management
Lynne Mills

VERITAS PREPARATORY CHARTER SCHOOL

PRINCIPAL
Amy Clark

ACADEMIC TEAM

Academic
Director
Emily Baecher

Deans of Curriculum
& Instruction
Tess Mangelli
TJ Hebert

ELA &
History
Teachers

Math &
Science
Teachers

Associate
Teachers

Student
Support
Teachers

Enrichment
Teachers

ESL Teacher
Marisa
Mathiesen

SOCIAL EMOTIONAL
LEARNING TEAM

Dean of
Culture
William Davis

School
Counselors
Ashley Santos
Kevin Green

Culture Team
Members
Jamilex Rodriguez
Thomas Green

OPERATIONS TEAM

Director of Operations
Kara Sikorski

Special Projects
Angela Gonzalez

Managers
Juliana Castrillon
Carol Cruz
Annie Paredes

Building
Maintenance
Supervisor
Obed Osorio

Director of
School Nursing
Kim Ravizza

Operations &
Building Associates

HIGH SCHOOL TEAM

Director of High School
Design & Development
Lily Newman

Finance

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Veritas Preparatory Charter School
Statement of Revenues, Expenses and Change in Net Position
as of June 30, 2021 (unaudited)

</div>

	YTD Actual		YTD Actual
Revenues		Guidance & Testing Sevices	95,236
Tuition	6,244,551	Guidance & Testing Supplies & Materials	10,693
Tuition Contra-Account	(231,691)	Textbooks (Media/Materials)	22,227
Government Grants & Funding	836,513	Instructional Materials with >1yr life	14,922
Nutrition Funding	-	Instructional Furniture & Equipment	23,666
Funding from Board Efforts	3,050	General Instructional Supplies <1yr life	23,216
Funding from Friends - Space & Services A	428,446	Field Trips & Misc Instructional Costs	1,440
Restricted Grants and In-Kind Donations	343,500	Classroom Instructional Technology	98,043
Student Programs & Misc Fees	90	Instructional Software	77,451
Rental Income	-	Total 5200 · Instructional Costs	204,603
Interest / Investment Income	5,200		
Total Revenues	**7,629,659**	5300 · Other Student Services	
		Health Services	17,003
Expenses		Student Transportation	16,740
5000 · Personnel Costs		Food Services	297
Personnel Salaries	4,561,413	Athletic Services (extra-curricular)	-
Fringe Benefits & Workers Comp	419,692	Uniforms, Community Events & Other Stud	28,745
MTRS Surcharge Expense	24,863	Total 5300 · Other Student Services	62,785
Payroll Taxes	75,992		
Total 5000 · Personnel Costs	5,081,961	5400 · Operation & Maint of Plant	
		Utilities	61,838
5100 · Administrative Costs		Facility Cleaning	2,626
Contract Services - Board of Trustees	10,445	Facility Maintenance & Repairs	121,510
Travel & Other Exp -Board of Trustees	-	Facility & Janitorial Supplies	20,011
Contract Services - School Leader	-	Maintenance of Equipment	2,489
Business & Finance Services	82,450	Networking & Communications	173,560
Human Resource Services	32,571	Other costs related to Facility	19,367
Legal Services	5,597	Facility Lease	293,213
IT Services	41,331	Total 5400 · Operation & Maint of Plant	694,614
Development & Fundraising Services	25,750	5500 · Other Fixed Charges	
Fundraising Supplies & Materials	2,997	Insurance (non-employee)	21,560
Staff Recruitment, Retention and Advert	65,377	Rental / Lease of Equipment (copiers)	39,343
Student Recruitment and Advertising	31,753	Short-Term Interest	-
ED Discretionary Fund & MCPSA Fee	25,438	Total 5500 · Other Fixed Charges	60,903
Administrative Supplies & Materials	14,152		
Total 5100 · Administrative Costs	337,862	5600 · Community Services	
		Dissemination Activities	-
5200 · Instructional Costs		Civic Activities	-
Instructional Leader Services	24,272	Total 5600 · Community Services	-
Instructional Supplies & Materials	340		
Instructional Leader Travel & Other Exp	-	9999 · Contingency	-
Special Education and Other Edu Servic	81,187		
Professional Development (PD)	78,948	**Total Expenses**	**6,442,728**
PD Supplies & Materials	14,192		
PD Travel, MTEL & Other Expenses	5,664	**Operating Change in Net Position**	**1,186,931**

Veritas Preparatory Charter School
Statement of Net Position
as of June 30, 2021 (unaudited)

	School
ASSETS	
Current Assets	
Cash and Cash Equivalents	1,887,507
Designated and Restricted Cash	0
Due from (to) Related Parties	141,909
Accounts Receivable	49,051
Prepaid Expenses	0
Total Current Assets	2,078,468
Fixed Assets	
Land	
Building (370 Pine Street)	
Building/Leasehold Improvements	875,516
Furniture, Equipment & Technology	234,075
Less Accumulated Depreciation	(250,317)
Total Fixed Assets	859,273
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset	3,575,655
Accumulated Amortization	(744,949)
Total Other Assets	2,830,706
Construction in Progress	0
TOTAL ASSETS	**5,768,447**
LIABILITIES	
Accounts Payable	
Accounts Payable	33,770
Total Accounts Payable	33,770
Other Current Liabilities	
Accrued Expenses/AccruedPayroll	382,343
Tuition Contra-Account	231,691
Current Deferred Revenue	0
Current Debt Payable - Line of Credit	0
Deferred Cash Inflow	0
Lease Liability and Bond Payable	3,006,268
Total Other Current Liabilities	3,620,302
TOTAL LIABILITIES	**3,654,072**
NET POSITION	
Temporarily Designated or Restricted Funds	0
Unrestricted	2,114,375
TOTAL NET POSITION	**2,114,375**
TOTAL LIABILITIES & NET POSITION	**5,768,447**

FY22 Operating Budget
Approved by the Board of Trustees on 5/27/2021

Veritas Preparatory Charter School

FY22 Budget

	Budget		Budget
Revenues		Guidance & Testing Sevices	108,000
Tuition	6,402,672	Guidance & Testing Supplies & Materials	10,800
Tuition Contra-Account	-	Textbooks (Media/Materials)	17,280
Government Grants & Funding	1,729,215	Instructional Materials with >1yr life	43,200
Nutrition Funding	-	Instructional Furniture & Equipment	25,000
Funding from Board Efforts	-	General Instructional Supplies <1yr life	64,800
Funding from Friends - Space & Services Agree	537,418	Field Trips & Misc Instructional Costs	20,000
Restricted Grants and In-Kind Donations	250,000	Classroom Instructional Technology	182,590
Student Programs & Misc Fees	-	Instructional Software	100,000
Rental Income	-	Total 5200 · Instructional Costs	932,712
Interest / Investment Income	1,000		
Total Revenues	**8,920,305**	5300 · Other Student Services	
		Health Services	5,616
		Student Transportation	5,000
Expenses		Food Services	5,000
5000 · Personnel Costs		Athletic Services (extra-curricular)	10,000
Personnel Salaries	5,625,224	Uniforms, Community Events & Other St	40,000
Fringe Benefits & Workers Comp	497,937	Total 5300 · Other Student Services	65,616
MTRS Surcharge Expense	56,160		
Payroll Taxes	129,243	5400 · Operation & Maint of Plant	
Total 5000 · Personnel Costs	6,308,564	Utilities	100,000
		Facility Cleaning	10,000
5100 · Administrative Costs		Facility Maintenance & Repairs	100,000
Contract Services - Board of Trustees	10,995	Facility & Janitorial Supplies	35,000
Travel & Other Exp -Board of Trustees	1,000	Maintenance of Equipment	5,000
Contract Services - School Leader	-	Networking & Communications	70,000
Business & Finance Services	71,050	Other costs related to Facility	50,000
Human Resource Services	43,725	Facility Lease	406,788
Legal Services	40,000	Total 5400 · Operation & Maint of Plant	776,788
IT Services	44,506	5500 · Other Fixed Charges	
Development & Fundraising Services	15,000	Insurance (non-employee)	49,543
Fundraising Supplies & Materials	15,000	Rental / Lease of Equipment (copiers)	56,000
Staff Recruitment, Retention and Advertising	50,000	Short-Term Interest	500
Student Recruitment and Advertising	35,000	Total 5500 · Other Fixed Charges	106,043
ED Discretionary Fund & MCPSA Fee	38,460		
Administrative Supplies & Materials	14,347		
Total 5100 · Administrative Costs	379,083	5600 · Community Services	
		Dissemination Activities	1,000
5200 · Instructional Costs		Civic Activities	500
Instructional Leader Services	10,000	Total 5600 · Community Services	1,500
Instructional Supplies & Materials	1,000		
Instructional Leader Travel & Other Exp	1,000	9999 · Contingency	350,000
Special Education and Other Edu Services	199,792		
Professional Development (PD)	119,250	**Total Expenses**	**8,920,306**
PD Supplies & Materials	10,000		
PD Travel, MTEL & Other Expenses	20,000	**Operating Change in Net Position**	**-**

FY22 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2021 submission	405
Number of students upon which FY22 budget tuition line is based	405 (6 seats in reservation as a contingency)
Number of expected students for FY22 first day of school	405
Please explain any variances: Since March, five (5) students informed us they were not returning. We budget conservatively each year for 5-10 less than expected students.	

Capital Plan

Veritas Preparatory Charter School Capital Budget Schedule																
Fiscal				Start	End	Cost (000)		Funding Source (000)			Status					
Year	Priority	Project Name	Location	Month	Month	Estimate	Final	Cash	Grant	Loan	Planned	Unplanned	Started	Complete	Contractor	Justification
2021-2022	high	HVAC (repair & upgrade)	MS	June 2021	August 2021	110		10	100			X			BG Mechanical Orchard Electric CTC	Basement units require replacement due to exterior damage and system failure. Anticipate ESSER grant.
2021-2022	high	Technology Infrastructure	HS	January 2022	May 2022	300		150	150		X				Insource	Full network installation in preparation for expected occupancy in Spring 2022. Anticipate ERate grant.
2021-2022	high	Kitchen Equipment	HS	March 2022	June 2022	60		30	30		X					In preparation for meal service starting in Summer 2022. Anticipate start up grant (CSP?).
2021-2022	high	Janitorial Equipment	HS	May 2022	June 2022	10		10			X					In preparation for custodial services being serviced by employees of Veritas. (CSP?)
2021-2022	medium	Surveillance System	HS	April 2022	June 2022	80		80			X				SFI	Strong consideration should be made to install in common areas in and around the building. (CSP?)
2021-2022	low	Lower parking lot renovation	MS	July 2021	August 2021	30		30			X					Excavation, expansion, resurfacing. Possible need for retention wall
Total Cash and Grant Funding						590	0	310	280	0						
2022-2023 (possibly 2024)	medium	Window renovation	MS	March 2023	August 2023	415		15	400		X				Colliers (OPM)	Windows are unusable or unsafe to open and closed requiring maintenance to operate. Anticipate ESSER grant.
2022-2023 (possibly 2024)	medium	Technology Infrastructure	MS	May 2023	July 2023	100		70	30		X				Insource	Network upgrade for parts of the infratructure that is past its life expectancy (ie: access points, cabling, etc.). Anticipate ERate grant.
2022-2023 (possibly 2024)	low	Entryway renovation	MS	March 2023	August 2023	50		0	50		X				Colliers (OPM)	Entryways are functional, but continue to require repairs annually due to the age and should consider as alternate project during the
Total Cash and Grant Funding						565	0	85	480	0						
Future	low	Upper parking lot renovation	MS			75										
Future	low	Electrical upgrade 2nd floor	MS			20										
Future	low	Plumbing	MS			50										
Future	medium	Elevator upgrades	MS													
Future	low	Boilers and fin tube system	MS													
Future	medium	Building masonry	MS													
Future	medium	Ramps, railings, concrete	MS													

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

Faithfulness to Charter

	2019 Performance (Met/Not Met)	Evidence
Objective: Teachers prioritize mastery of grade-level standards for every student and track data to tailor their instruction to student needs. (KDE 1)		
Measure: 70% of scholars school-wide will earn a C- or higher in ELA and Math by the end of the school year.	Met	76% of students have a C- or better in ELA, and 73% of students have a C- or better in Math by the end of T3.
Objective: Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2)		
Measure: By EOSY, 70% of scholars school-wide will have a Trimester 3 homework average of 75% or higher in ELA and Math.	No Met	Due to COVID-19, we did not measure this due to remote status. We did not assign and track homework completion in our remote learning model.
Measure: Fewer than 20% of scholars will receive more than 3 out of class reflections on average per month.	Not Met	Due to COVID-19, we did not measure this due to remote status.
Objective: Leaders will provide targeted, data-driven professional development and individualized coaching to teachers in order to drive student achievement. (KDE 3)		
Measure: At least 90% of teachers report through an annual survey that professional development and coaching help them to be more effective in driving scholar achievement.	Met	On an end-of-year survey, 93.1% of teachers reported that PD and coaching supported achievement.
Measure: By the end of the year, 85% of general education teachers will beat the math and ELA Massachusetts ANet network school-year average by at least 5% based on an average of all the assessments.	Not Met	Due to COVID-19, we didn't take all of the assessments, and remote learning impacted test administration for most of these assessments. Participation rates were lower than normal. 20% of math teachers beat the network and 38% of ELA teachers beat the network. We are using this data to inform plans to accelerate learning for students post pandemic.

Dissemination

	2019 Performance (Met/Not Met)	Evidence
Objective: At least one urban district middle school in Western Mass (Holyoke or Springfield) will implement at least one Veritas Prep practice within the next charter term.		
Measure: By EOSY 17-18 Veritas Prep will identify best practices and prepare materials for dissemination.	Met	Veritas Prep, with support from the MA School Turnaround Investment Fund, proposed the dissemination of our entire school model in the Holyoke Public Schools. A formal partnership was established between the Holyoke Public Schools and Veritas Prep to open a new middle school modeled after Veritas Prep Charter School.
Measure: By EOSY 18-19 Veritas Prep will have a formal partnership with one middle school in either Springfield or Holyoke.	Met	Veritas Prep Holyoke opened as a Holyoke Public School serving 135 students in grade 5 with plans to expand to serve grades 5-8.
Measure: By EOSY 19-20 at least one practice	Met	Veritas Prep expanded the school to serve

will be implemented.		grades 5 through 7 in the 20-21 school year and will serve grades 5-8 in the 21-22 school year. In addition to operating one school within HPS, Veritas Prep continues to disseminate and collaborate with HPS leaders in a productive and reciprocal relationship to support turnaround efforts across the district.

APPENDIX B: CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN

Recruitment Plan 2021-2022

School Name: Veritas Preparatory Charter School

2020-2021 Implementation Summary:

1: In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2020-2021 Recruitment Plan? We were able to implement most strategies from the school's recruitment plan but some proved difficult in the face of the pandemic. We leaned on the strategies that we were able to implement remotely such as the third-party mailings, advertisements, and connecting with established partners who were working remotely. Pandemic-related closures made it difficult to implement many of the grass-roots strategies that we've relied on in the past, such as families distributing and posting flyers in their neighborhood stores, community spaces, and laundromats. Additionally, library branches and community centers were closed, as were many the non-profit community agencies. All in-person strategies that we typically implement were not able to be implemented due to the pandemic. As a result, we received far fewer applications for the 2021 lottery than we have in previous years. We received 206 applications, which is approximately 60% of what we receive in a typical year. We collaborated with the Springfield Public Schools to target the English Language Learners within the district to make up for many of the "boots on the ground" strategies that we were unable to implement due to COVID. We worked with Paul Foster, Chief Information and Accountability Officer for SPS, to target 4th grade English Language Learners with a third-party mailing that promoted our ELE program. This mailing went out to 364 families and we received 10 applications in response, a 2.5% response rate. This aligns with the general trend of lower than normal applications, which we attribute more to the pandemic than the strategy.

2: Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)? Though the number of siblings remained similar to previous years, siblings comprised 12% of applicants for the 2021-2022 enrollment lottery, which is twice the percentage of previous years. Additionally, we reclassified 45% of ELs at the conclusion of the 2019-2020 academic year due to their high achievement in our program.

3: Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2021 SIMS report) will meet the comparison index or the school's gap narrowing targets. We believe our October 1 SIMs data will meet the comparison index or the gap narrowing targets, no further discussion or a delayed review is required.

General Recruitment Activities for 2021-2022:
Each year we request the list of all currently enrolled Springfield Public School's fourth, fifth, sixth, and seventh grade students and use a third-party mail house to send information about the school and the enrollment procedures to all families. We advertise in the newspaper and on social media to leverage our relationships with Veritas Prep families and supporters on social media. We made outreach efforts to our community partners, though their contact with families was limited this past year and those strategies were harder to implement due to the pandemic.

Recruitment Plan – 2021-2022 Strategies

Special education students/students with disabilities

| **(a) CHART data**
School percentage: 20.0%
GNT percentage: 17.1%
CI percentage: 18.9%
The school is <u>above</u> GNT percentages and <u>above</u> CI percentages | **(b) Continued 2020-2021 Strategies**
☒ Met GNT/CI: no enhanced/additional strategies needed
    • Direct Mailer with a welcome to families of students requiring Special Education services.
    • School counselors connect with outside service agencies and special education/mental health service providers with dates and times about information sessions and send applications if requested.
    • In accordance with Open Meeting Law, a meeting of Veritas Prep's PAC (Parent Advisory Council) is sent to the *Springfield Republican* and *El Pueblo* newspapers, listed on the website and promoted on Facebook to invite families of Special Education students to attend and become involved with the school.
    • Ask the Center for Human Development (CHD) and Behavioral Health Network (BHN) management and counselors who work with some of our students to make referrals to other students and families they see about our Special Education services for our students. Applications and posters are given to them for their lobby of the Pine Street facility. |
| | **(c) 2021-2022 Additional Strategy(ies), if needed**
☐ Did not meet GNT/CI: 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.
None needed |

Limited English-proficient students/English Learners

| **(a) CHART data**

School percentage: 4.5%
GNT percentage: #%
CI percentage: 8.3%

The school is <u>above/below</u> GNT percentages and <u>below</u> CI percentages | **(b) Continued 2020-2021 Strategies**
☐ Met GNT/CI: no enhanced/additional strategies needed
    • Direct Mailer to families includes a welcome to families with students of Limited English Proficiency and is written in Spanish.
    • Newspaper advertising to promote school and invite applications in the local Latino newspaper in Spanish.
    • Documents and notices will be made available in Spanish and Somali for all families.
    • Spanish in-person translation is available at information sessions.
    • Flyers and posters shared with Puerto Rican Cultural Council for distribution.
    • Working with the Somali Bantu Organization of Springfield so we can arrange translation for prospective families and prepare to enroll Somali students.
    • In hopes to attract a more diverse student body, outreach efforts will be made with local faith-based organizations, libraries, New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services.
    • Outreach efforts will be made with local newspapers, radio stations, and community organizations to inform Hispanic, Vietnamese, Russian and Somali populations of our school.
    • Our website links to our Student Information System where applicants can choose from a language to submit an application.
    • Translation at information sessions will be made available upon request in all languages.
    • Place geo-targeted Spanish ads on social media. |
| | **(c) 2021-2022 Additional Strategy(ies), if needed**
☒ Did not meet GNT/CI: additional and/or enhanced strategies needed. |

Recruitment Plan – 2021-2022 Strategies	
	We were not able to work with community organizations in the way we envisioned this past year, and in the 2021-2022 will focus on these strategies again, which were not fully implemented due to COVID: • Flyers and applications distributed in multiple languages at library branches • Meet with, visit programming, and collaborate with family-facing community organizations (i.e., New England Farmworkers, New North Citizens Council, the Vietnamese Cultural Center, HAP Housing and Jewish Family Services) • Focus on Veritas Prep parents of LEP students and ask them to share information with their networks to promote the LEP program.

Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

(a) CHART data **School percentage**: 77.6% **GNT percentage**: 69.5% **CI percentage**: 73.7% The school is <u>above</u> GNT percentages and <u>Above</u> CI percentages	**(b) Continued 2020-2021 Strategies** ☒ Met GNT/CI: no enhanced/additional strategies needed • Newspaper advertising in Latino and African-American targeted newspapers. • Posters at businesses and churches in the Six Corners, South End, Forest Park, and Plainfield neighborhoods in Springfield, where there is a high population of low-income families. • A cover note, poster, and bilingual applications will be sent to various housing agencies, including Springfield Housing Authority, HAP Housing, Springfield Neighborhood Housing Services, Holyoke Housing Authority, and Springfield Partners for Community Action. • Applications and in-person visits will be made to local homeless shelters.
	(c) 2021-2022 Additional Strategy(ies), if needed ☐ Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<u>Students who are sub-proficient</u>	**(d) Continued 2020-2021 Strategies** • Across all Springfield schools, for 4th graders in 2018 only 47% can pass the state's MCAS in Science, Technology & Engineering (STE), only 48% can pass the Math test, and 53% can pass the English Language Arts. All of our recruitment efforts, therefore, are reaching more students who are not proficient or advanced in core content areas than are proficient. • We asked Veritas Prep families to spread the word that our school's model is producing different academic results for the same population of students that make up the Springfield school district's overall population. *This is based on 2019 data as no tests were administered in 2020 **2021-2022 Additional Strategy(ies), if needed**
<u>Students at risk of dropping out of school</u>	**(e) Continued 2020-2021 Strategies** An application with a self-addressed envelope for an easy reply will be mailed to all families with 4th-6th grade students enrolled in the Springfield Public Schools. Springfield Public Schools' graduation rate is just over half and the performance levels indicate the majority of students are at risk of dropping out. Our recruitment effort ensures we reach all eligible students who are at risk and eliminate barriers to enter our lottery. **2021-2022 Additional Strategy(ies), if needed**

Retention Plan
2021-2022

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.
2020-2021 Implementation Summary: We successfully implemented the strategies outlined in our 2020-2021 Retention Plan and exceeded our goal of 90% retention by a considerable amount with 97.1% of our students retained. With an overall attrition of 2.9%, VPCS was far below the statewide average of 8.7% and third quartile of 13.1%. Of the 44 total comparison district schools, VPCS had lower attrition than 42 of them. We were able to retain such a high percentage of our students for several reasons, including: (1) we continued to run a high-quality academic program throughout the pandemic (2) we built and maintained strong relationships with families with robust communication and feedback loops throughout the year to nimbly respond to their needs (3) we provided multi-tiered supports to meet both the academic and the mental health needs of our students.

Overall Student Retention Goal	
The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.	
Annual goal for student retention (percentage):	90%

Retention Plan – 2021-2022 Strategies	
Special education students/students with disabilities	
(a) CHART data **School percentage**: 2.8% **Third Quartile**: 15.4% The school's attrition rate is <u>below</u> third quartile percentages.	**(b) Continued 2020-2021 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed Special Education staff are available to families for individual consultation and to offer help with resources to serve individual student needs. A greater effort to invite Special Education families to attend PAC meetings will include multiple written invitations, and/or a personal phone call in order to strengthen school to home relationships. We will continue to collaborate with local charter school to sustain a combined PAC. A second Social Worker will remain on staff full-time in order to serve the vast array of social/emotional and learning disability needs of our student population. We will continue to make referrals to outside service providers with whom Veritas Prep has • Build relationships with local agencies serving students with special education needs (CHD, The Gandara Center, Behavioral Health Network, and Caring Health). • Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families. • All recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep.
	(c) 2021-2022 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. *None needed*
Limited English-proficient students/English learners	

Retention Plan – 2021-2022 Strategies	
(a) CHART data **School percentage**: 0% **Third Quartile**: 14.7% The school's attrition rate is <u>below</u> third quartile percentages.	**(b) Continued 2020-2021 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed. Staff a Spanish speaking administrative assistant to serve as parent liaison and provide translation as needed throughout the day. Translate and distribute all documents and notices in Spanish to target a large population of Hispanic/Latino families. On-site translation is provided at recruitment events, as well as all school events and meetings. Translation of documents, presentations and at events as needed/requested into Somali and any other language as needed/requested by enrolled families. ELL teacher tracks, monitors, and communicates progress with ELL families.
	(c) 2021-2022 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. ☐ No ELs were enrolled during the 2020-2021 school year. No retention strategies needed. *None needed*

Students eligible for free or reduced lunch (low income/economically disadvantaged)	
(a) CHART data **School percentage**: 3.9% **Third Quartile**: 13.2% The school's attrition rate is <u>below</u> third quartile percentages.	**(b) Continued 2020-2021 Strategies** ☒ Below third quartile: no enhanced/additional strategies needed Continue outreach strategies to partner agencies like HAP Housing, Holyoke Housing Authority, Springfield Housing Authority, and Center for Human Development to ensure a full range of support for families. Established, through counselor and nurse, pipeline for needy families to receive school food that would otherwise be thrown away. Strengthen relationships with after school programs and agencies that service lower income families and their children (Big Bro/Big Sis, YMCA, etc.). Provide PVTA bus pass and uniforms to families as needed. Provide school supplies such as pens, pencils, notebooks, etc., as needed.
	(c) 2021-2022 Additional Strategy(ies), if needed ☐ Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. *None needed*
<u>Students who are sub-proficient</u>	**(d) Continued 2020-2021 Strategies** Provide daily opportunities for tutoring as part of the schedule. Provide additional enrichment and learning opportunities through online sources like Khan Academy and offer laptops to all scholars. Keep music/performance in the daily schedule and other enrichment offerings so students have opportunities for enrichment and success throughout their day. **2021-2022 Additional Strategy(ies), if needed** *None needed*
<u>Students at risk of dropping out of school</u>	**(e) Continued 2020-2021 Strategies** Continue to implement our system for tiered behavioral and academic interventions for struggling scholars. **2021-2022 Additional Strategy(ies), if needed** *None needed*

Students who have dropped out of school *only schools serving students who are 16 and older	N/A	**2021-2022 Additional Strategy(ies), if needed** • Provide additional and/or enhanced strategies needed.
OPTIONAL[1] Other groups of students who should be targeted to eliminate the achievement gap	N/A	**(g) Continued 2020-2021 Strategies** **2021-2022 Additional Strategy(ies), if needed**

APPENDIX C: SCHOOL AND STUDENT DATA TABLES
Please see the student demographic enrollment data for Veritas Preparatory Charter School <u>here.</u>

STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS	
Race/Ethnicity	**% of School**
African American	20%
Asian	1.7%
Hispanic	70.2%
Native American	0.7%
White	4.5%
Native Hawaiian/Pacific Islander	0.2%
Multi-race (Non-Hispanic)	2.6%
Selected Populations	**% of School**
First Language not English	15.5%
English Language Learner	4.5%
Students with Disabilities	20%
High Needs	83.8%
Economically Disadvantaged	77.6%

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
NAME, TITLE	**BRIEF JOB DECSRIPTION**	**START DATE**	**END DATE**
Rachel Romano, Executive Director	Head of School, Board Liaison, Development	7/1/2011	n/a
Ashley Martin, Chief Academic Officer	Coaching and Evaluation, Curriculum, Assessment, Professional Development	7/1/2017	n/a
Jonathan Swan, Director of Student Services	Special Education Leadership and Coaching, Professional Development	7/1/2018	n/a
Amy Clark, Principal	Manages Daily School Operations, Instructional Leadership and Coaching, Curriculum Development and Assessment, Professional Development	7/30/2012	n/a
William Davis, Director of Culture	School Climate Development and Assessment, Coaching, and Professional Development	1/2/2018	n/a
Shannon Langone, Director of Talent	Recruitment, Selection, Retention and HR Support	8/5/2019	n/a
Lynne Mills, Director of Business Management and Title IX Coordinator	Financial Manager, Grants Manager, HR Manager, Facility Manager, Lottery Officer, Network Operations Support	7/1/2017	n/a
Kara Wilkes, Director of Operations	Operations Leadership and Management, Professional Development	8/1/2015	n/a
Juliana Castrillon,	Accounts Payable Manager, Front Desk Manager,	3/21/2016	n/a

Administrative Coordinator	Interpreter/Translator, Board Support, Operations Support		
Betty Alban, Director of Counseling and SEL	SEL Programming and Counseling Supervision and Support	8/20/20	6/30/21 (moving to school-based Lead Counseling Role)
Lily Newman, Director of High School Design and Development	High School Design and Development	7/15/20	n/a

TEACHER AND STAFF ATTRITION FOR THE 2020-21 SCHOOL YEAR				
	Number as of the last day of the 2020-21 school year	**Departures during the 2020-21 school year**	**Departure at the end of the school year**	**Reason(s) for departure**
Teachers	41	2	8	**During school year:** 1: Resignation 2: Resignation **End of the school year:** 1: Employee chose to end employment 2: Employee chose to end employment 3: Employee chose to end employment 4: Employee chose to end employment 5: Employee chose to end employment 6: Employee chose to end employment 7: Employee chose to end employment 8: Employee chose to end employment
Other Staff	20	1	2	**During school year:** 1: Resignation **End of the school year:** 1: Termination (Position elimination) 2: Employee chose to end employment

Teacher Attrition

Recruiting, developing, and retaining teachers is a top priority of the school, and we hired a Director of Talent in 2019 to focus on creating effective strategies in these areas. **We are pleased to report that we have significantly reduced core academic teacher attrition over the past five years from 48% in SY15-16 to 22% in SY20-21.**

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	**14**
Minimum number of board members in approved bylaws	**7**
Maximum number of board members in approved bylaws	**15**

BOARD MEMBERS FOR THE 2020-2021 SCHOOL YEAR				
Name	**Position on the**	**Committee**	**Number of**	**Length of Each**

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Dale Janes	djanes37@gmail.com	No change
Charter School Leader	Rachel Romano	rromano@vpcs.org	No change
Assistant Charter School Leader	Amy Clark	aclark@vpcs.org	No change
Special Education Director	Jonathan Swan	jswan@vpcs.org	No change
MCAS Test Coordinator	Amy Clark	aclark@vpcs.org	No change
SIMS Coordinator	Lynne Mills	lmills@vpcs.org	No change
English Learner Program Director			Open position
School Business Official	Lynne Mills	lmills@vpcs.org	No change
SIMS Contact	Kara Wilkes	kwilkes@vpcs.org	No change
Admissions and Enrollment Coordinator	Kara Wilkes	kwilkes@vpcs.org	No change
SSDR Contact	William Davis	wdavis@vpcs.org	No change

Facilities

Location	Dates of Occupancy
370 Pine Street, Springfield, MA 01105	2012-Present

Enrollment

Action	2021-2022 School Year Date
Student Application Deadline	2/25/2022
Lottery	3/4/2022