



**VERITAS PREPARATORY CHARTER SCHOOL  
ANNUAL REPORT 2021-2022**

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## INTRODUCTION TO THE SCHOOL

<b>Veritas Preparatory Charter School</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location of School</b>	370 Pine Street, Springfield, MA 01105
<b>Regional or Non-Regional</b>	Non-Regional	<b>Chartered Districts in Region</b>	n/a
<b>Year Opened</b>	2012	<b>Year(s) the Charter was Renewed</b>	2017 and 2022
<b>Maximum Enrollment</b>	766	<b>Enrollment as of 6/15/2022</b>	359
<b>Chartered Grade Span</b>	5-12	<b>Current Grade Span</b>	5-8
<b>Number of Instructional Days per School Year (as stated in the charter)</b>	185	<b>Students on Waitlist as of 7/22/2022</b>	49
<b>Final Number of Instructional Days during 2021-22 School Year</b>	185		
<b>School Hours</b>	M, T, Th, F, 7:30 a.m. to 3:30 p.m. W, 7:30 a.m. to 1:00 p.m.	<b>Age of School as of 2021-22 School Year</b>	10 years
<b>Mission Statement:</b> 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 accelerated learning. 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 and plan reteaches. 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 VIPER 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 VIPER 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 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 once a week, when we dismiss scholars early to engage teachers in

high-quality PD that is planned and delivered by our school leaders and teacher 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 or assigned coach who observes them regularly and knows them and their students well. Our team of instructional leaders 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:**

<b>Date Submitted</b>	<b>Amendment Request</b>	<b>Pending or Approved?</b>
March 8, 2022	Temporary change to length of year	Approved
April 20, 2022	Length of year and daily schedule	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 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.

<b>2020-21 Student Discipline Data</b>					
<b>The most recent, publicly available student discipline data for Veritas can be found <a href="#">here</a>.</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>% In-School Suspension</b>	<b>% Out of School Suspension</b>	<b>% Emergency Removal</b>
<b>All Students</b>	420	0	0	0	0
<b>English Learner</b>	19	0			
<b>Economically Disadvantaged</b>	342	0	0	0	0
<b>Students with Disabilities</b>	96	0	0	0	0
<b>High Needs</b>	364	0	0	0	0
<b>Female</b>	227	0	0	0	0

<b>Male</b>	193	0	0	0	0
<b>American Indian of Alaskan Native</b>	3	0	0	0	0
<b>Asian</b>	7	0	0	0	0
<b>African American/Black</b>	84	0	0	0	0
<b>Hispanic/Latino</b>	295	0	0	0	
<b>Multi-Race/Non-Hispanic/Latino</b>	11	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	1	0	0	0	0
<b>White</b>	19	0	0	0	0

**Classroom Management:** The classroom management system emphasizes keeping scholars in the classroom with the same high expectations and more opportunities for redemption. The Promotion System is a chart in every classroom that is designed to allow students opportunities to be recognized for their efforts in exhibiting positive student behavior while also holding them accountable when they struggle with negative behaviors. The Promotion System is used by teachers in every classroom to provide feedback for behaviors and allows students to earn promotions and demotions based on behaviors. This system promotes the development of habits over time.

**Common Expectations:** Expectations for common areas such as the hallways and community room were clearly defined and leadership identified the main procedures that should be consistent school wide to bring clarity to the practices we expect teachers, staff and students to execute with fidelity.

**Logical Consequences:** The Director of Culture and Culture Team ensure that when a scholar displays a negative behavior that the behavior is being consequence and not the student. This eliminates the “you again” way of thinking. When a scholar’s behavior warrants a suspension hearing and the behavior is not an act of violence or a weapon, the first question asked is “will a suspension decrease the likelihood of the negative behavior occurring again?” If the answer is no then suspension is taken off the table and alternate behavior modification techniques are used.

**Restorative Practices:** When a scholar violates a rule and it affects the school community or an individual, they are required to repair/repay for what they did. This is achieved by the scholar identifying what or who their behaviors and choices affected and coming up with a way to repair or repay. This practice holds the scholar accountable for their behavior beyond just earning a consequence. Scholars engage in mediations, community presentations, and individual or group projects to acknowledge and repair harm done to the community.

**Parent/Guardian Communication:** Communication is required any time a behavior is documented in Dean'sList by the teacher. This ensures that parents are always up to date and in the loop about their scholar’s behaviors and what is being done to decrease the likelihood of the negative behaviors recurring.

**Positive Incentives:** The Director of Culture creates a joy calendar yearly with regularly scheduled incentives and awards in order to prioritize the need to celebrate and honor our driven 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 calendared events, the leadership team has led three school-wide challenges to provide some group incentives and rewards around specific goals. Starting with the “Big 7” to motivate classrooms to master the 7 school wide procedures. To reward students for their hard work in mastering schoolwide procedures, the school hosts two “On Track” parties per year.

**Supports and Interventions:** Veritas continued the work towards refining the school’s tier two interventions to best support students. The instructional support team continued to meet about these weekly to ensure they worked well for kids. These interventions are one of the main reasons students with disabilities have been able to stay in class and are a key example of how our team helps meet students where they are. These interventions were key supports the school was able to bring back as we transitioned back to learning this school year. The interventions provided across the school are:

*Break Room:* The break room is a quiet space for scholars to take a structured break. Structured breaks are used to provide students with a cool down time, allow students time away from a stressful or potentially stressful situation, help avoid a power struggle between the student and another adult, give sensory input to kids who need it, give fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move.

*Skill-Building Groups:* Skill-building groups are part of how we support students who are having difficulty engaging in learning activities with a focus on self-management skills or interpersonal skills. Skill-building groups are offered on a revolving basis, meet for 6-8 sessions and open to a maximum of 5 scholars. All group offerings will include opportunities for students to develop a basic sense of their values, strengths, and personal identity.

*Check-In, Check-Out (CICO):* CICO is a process for giving students additional positive reinforcement for a range of school-related behaviors through more regular monitoring and provision of incentives. The goal of CICO is to see a degree of improvement in behavior and academic engagement across all areas. CICO is provided by a designated team or staff members who are trained in the model.

**Professional Development and Coaching:** Starting with three weeks in August, the leadership team led focused training for new and returning staff in all culture systems with explicit instruction and practice in common expectations and the classroom management system (promotion system). We have a handbook that codifies these practices and outlines each of them with great specificity. Following the initial training, the leadership observed and provided teachers and students with feedback, with the goal of having all classrooms execute the common expectations with 100% fidelity by October. Teachers received weekly coaching on all culture systems and practices to provide differentiated levels of support and intervention. Teachers demonstrating mastery and leadership in this area began to coach their peers who needed additional support.

**Social-Emotional Learning:** All students participate in social-emotional learning (SEL) modules delivered in their advisory classrooms during the VIPER 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.

### **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 fourth and final year of operation in June of 2022. The school will transition back to HPS’s management as the new receiver moves to reconfigure the district beginning in the 2022-2023 school year. Though the district’s new strategy does not allow for Veritas Prep to continue to operate our model and grade configuration, we are pleased with the capacity built in HPS teachers and leaders over the past four years as a result of the partnership. Through the development and operation of a school with the HPS district, our 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 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 participation in the planning of district-wide middle school reform and reconfiguration. Our team conducted learning walks for district leaders that focus on specific areas of practice and support implementation with the sharing of materials and ongoing guidance. The table below illustrates the additional practices we have disseminated in our region this past year.

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b>	<b>Who at the school was involved with the dissemination efforts?</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Teaching techniques to increase rigor and engagement	Series of 7 Professional Development sessions and practice clinics	Rachel Romano, Executive Director  Jawad Brown, Dean of Curriculum and Instruction	Holyoke Public Schools: 60+ Holyoke Public Schools Teachers	Teachers were developed in a common set of engagement strategies to improve student outcomes with opportunities to practice and get feedback from leaders and peers.
Instructional Coaching to improve student outcomes	Coaching Fellowship: Series of 6 workshops and individual implementation support to develop teacher leaders as peer coaches	Rachel Romano, Executive Director  Amy Clark, Principal	Holyoke Public Schools: 13 teacher leaders within Holyoke Public Schools	HPS teacher leaders were provided with training and practice to develop their skills as an instructional coach.
Operational and Health Safety	Monthly meetings	Lynne Mills, Director of Business and Finance	Charter School Business and Operations Managers across the state	A mutual sharing of best practices throughout the pandemic
Teacher Recruitment, Development and Retention	Focus Groups and Interviews	Rachel Romano, Executive Director  Shannon Langone, Director of Talent	TNTP	A report including analysis and findings of the talent landscape across Western Mass t be shared with all districts and charter schools in Springfield and Holyoke

## **ACADEMIC PROGRAM SUCCESS**

### ***STUDENT PERFORMANCE***

#### **Veritas Prep Charter School: [2021 Official Accountability Report](#)**

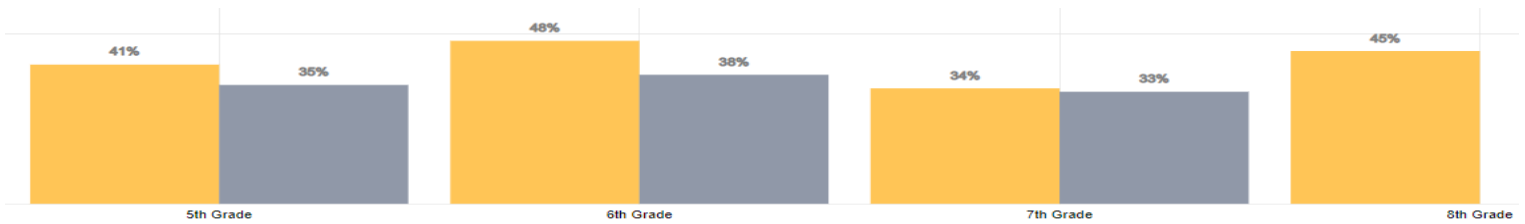
Veritas Prep worked towards making progress on the accountability targets as we worked tirelessly to get back to a normal school year. We used the MCAS data from the in-person and remote administration in Spring 2021 to help us plan for VPCS Annual Report 2021-22



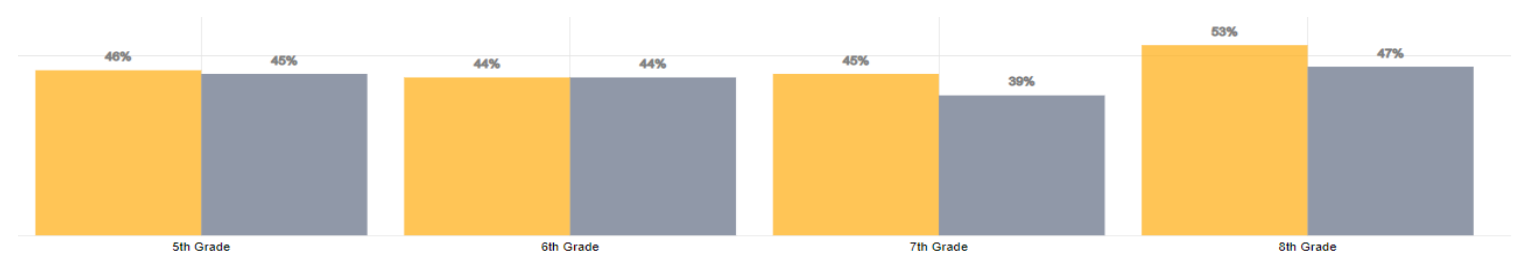
accelerated learning at the start of the 2021-2022 school year. Throughout this school year, we have depended on interim assessments, school-based unit assessments, standards-based gradebooks, and NWEA MAP Growth assessments to monitor student learning. We administered two ELA Anet assessments, 3 Math Anet assessments, and 2 MAP Growth Assessments each for Reading and Math. Participation rates were above 90%. Our school leaders and teachers continue to analyze 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.

**Interim Assessment Data: ANet Assessments**

**MATH:** In Math (table below), our students generally outperformed the network (other MA schools that took the assessment) at each interim. 6th grade students showed the biggest margin between the network and school, being 10% points above. (\*Note: Orange is Veritas, Gray is MA Network). Students took three math ANet assessments this year in each grade.



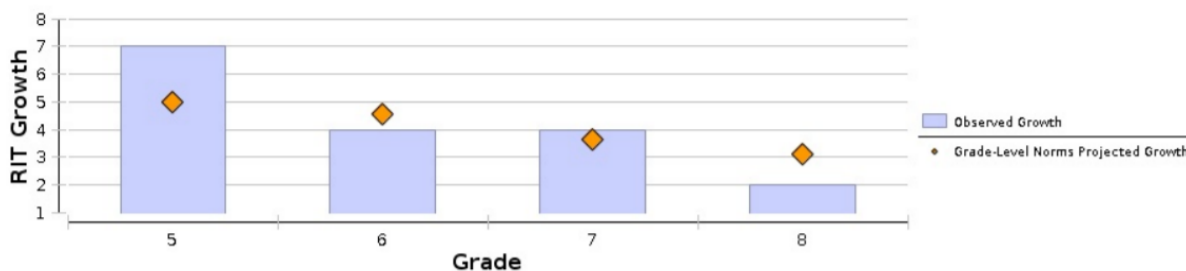
**ELA:** In ELA (table below), our students were on par or outperformed the network. The biggest margin between our school in the network was shown in the upper grades, 7th and 8th. Students took two ANet assessments in ELA this year in each grade.



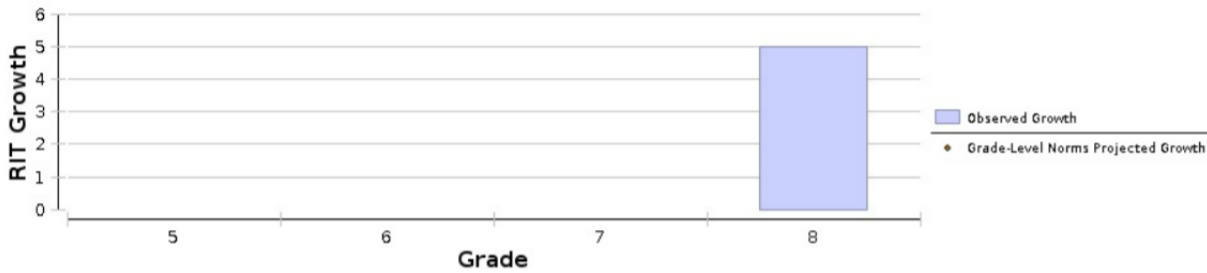
**MAP Assessment Data:** Our students took two NWEA MAP assessments this year in reading and math to measure their growth. This was the second year we administered these assessments, and the first year we did so in-person. These data points serve as two touchpoints in the year to give insight into how kids are growing before receiving MCAS SGP in the fall. There was 92%+ test participation this year, an important factor in our data analysis.

In Math, students grew most in 5th and 7th grade, showing less growth in 6th grade and 8th grade by the second test in January (graph 1). However, half of the 8th grade takes Algebra, and they showed high growth (graph 2).

**Math: Math K-12**

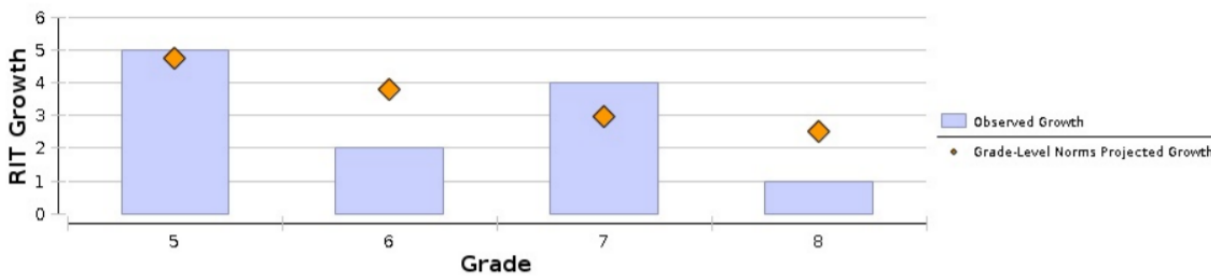


### Math: Algebra 1

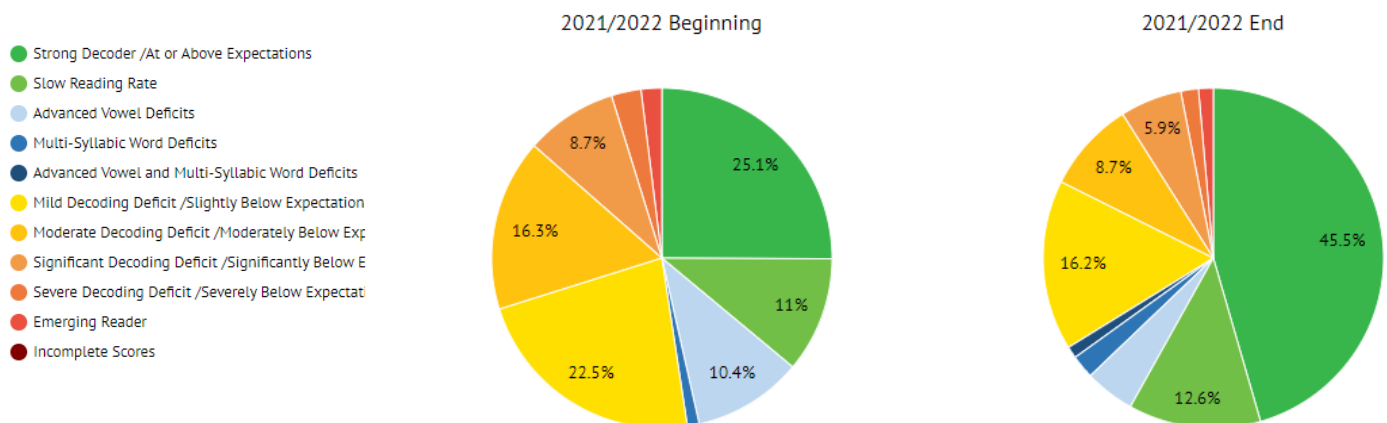


In reading, there was a similar trend, students saw the most growth in 5th and 7th grade, with less growth in 6th and 8th. Our hypothesis for limited growth on reading intervention was that in grade 6 and 8 there was the heaviest teacher turnover for ELA. We are eager to see the SGP for ELA on MCAS because staffing was more stable in the second half of the year.

### Language Arts: Reading



**HD word Assessments:** As part of our accelerated learning priority for the school year, we implemented a school-wide reading intervention. Students were tested at the beginning of the school year to determine their decoding level and reading rate. All ELA and special education teachers were trained to deliver an HD word curriculum four times per week. The graphs below show progress made in the school in reading overall. The school grew reading proficiency from 36% overall to 58% at the end of the school year. In places where the intervention was most consistently carried out, students saw the largest gains. Growth was shown in all classes, even where teacher turnover and student absences happened.



## **ACADEMIC PROGRAM**

Our leadership team knew that we had to prioritize accelerated learning strategies in the 2021-2022 school year, and worked through the summer of 2021 to develop plans to catch our students up. Students were back in person full time this year, but that didn't equate to a year of uninterrupted learning. Covid quarantines and sickness meant that many students were out for long periods of time and had to catch up on learning from home. We were able to support those students by utilizing some of the remote learning strategies we'd learned in the previous school year. By continuing to follow all of the DESE safety protocols, we were able to bring students back and stabilize our learning model back to in-person, and that also meant getting our school-wide routines and procedures back in order as well. The revisions done to our curriculum this year were mainly to support accelerated learning and culturally responsive teaching, so focused on interventions, cultural relevance, and embedding non-grade level content into tier 1 curriculums.

**Curriculum:** While many practices were transitioned back to what was used in the 2019-2020 school year, remained the same, there was significant work throughout the school year to revise aspects of curriculum, instruction, assessment, and support for remote learning

**ELA:** We made minor revisions to our ELA curriculums, and continued to center around full-length, grade-level texts with an emphasis on close reading, rereading, discussion, and writing about reading. In response to data, we revisited key strategies and habits that were able to support student success in the past; reading for homework and embedded fluency in the ELA class. For homework, students are asked to pre-read the text for class the next day and answer comprehension questions based on the reading. This allows students to be more prepared to dig into the meat of the lesson the next day, and more closely read the important parts of the texts. As a main priority in accelerated learning for reading, we launched embedded fluency practices for each unit, where scholars read different texts with a fluency focus each day. This strategy was met with mixed success, and a key focus for us in the next school year as we build upon that support.

**History and Science:** History and science came back to in-person daily instruction this year after being taught asynchronously during remote and hybrid instruction the previous year. Most of the work done to these two curriculums centered around getting back to the 2019-2020 curriculum state, with a focus on revisions for culturally relevant texts and pedagogies. The 8th grade team launched the civics curriculum with support of a partnership with Generation Citizen and completed end of year Civics projects for the first time.

**Math:** Math teams began to fully implement Match Fishtank math curriculum this year in all grades. Our DCI and content leads carefully mapped out standards in response to accelerated learning needs, adding in specific non-grade level standards that where our students were weak, and made sure all standards were covered during the year. In the math lab block, we mapped out specific reteaches that needed to happen to catch students up. Finally, the tutoring block was used to catch up students individually and in small groups. 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.

**Instruction:** We have continued to ensure high-quality instruction using our teacher coaching program, team meetings, and PD structures that we have used in previous years, readjusting courses to focus the most on accelerated learning and in-school procedures and routines.

**Teacher coaching:** Teachers continued to engage in one-to-one coaching or in small-group coaching with a school leader. School leaders identified coaching points with teachers and practiced those either weekly or bi-weekly, depending on teacher need. All teachers engaged in either weekly or bi-weekly coaching meetings and classroom observations.

**Team meetings by subject areas:** A core part of our model has been collaboration time. Grade level content teams resumed the twice weekly meeting schedule where one meeting focused on content delivery and one on student data, student work, and planning reteaches.

**Weekly PD on the early release day:** Throughout the year, leaders observed classroom instruction individually and together (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 Accelerated learning in ELA and Math, data analysis, culturally responsive teaching, relationship building, schoolwide procedures and routines.

**Three-week August PD:** August PD in 2021 was focused mainly on our three priorities: accelerated learning, culturally responsive teaching, and returning to normal procedures and routines. Sessions focused on these big rocks as well as orienting brand new team members to high expectations and the Veritas behavior and incentive system.

**Assessment:** We maintained our assessment strategy, adding an intervention assessment. Our assessment strategy included a mix of diagnostic, summative, and formative assessments. This strategy has remained largely consistent with pre-pandemic practices and those throughout the pandemic. This year, we added more diagnostic assessments.

**Diagnostic:** Fluency and decoding screener, Math pre-assessments for each unit

**Formative:** Daily exit tickets, weekly HD word quizzes, unit tests, MAP testing

**Summative:** Unit assessments in core subjects, ANet interim assessment

**Supports for All Learners:** We started the co-advisor model of instruction back as full time in-person learning commenced this school year. Students are cohorted into groups where they had access to two full-time general education teachers (ELA/SS and Math/Sci) and each grade level had access to two special education teachers and two associate teachers. In response to data, we revised school-wide intervention systems in both reading and math. We worked with outside reading consultants to come up with the best reading intervention program, HD Word. This program, a decoding and phonics intervention, was implemented schoolwide for scholars in tier 2 and tier 3. Starting in the summer, general and special education teachers were trained on this intervention program and delivered the intervention throughout the year during the tutoring block. For math, we began to administer diagnostic assessments so that we could uncover gaps before the unit began, so standards could be embedded into the instruction throughout. EL students were cohorted in sheltered classrooms and received both inclusion and pullout instruction to support their language development.

**Access to Learning:** All students were in-person full time this school year. Throughout the year, Veritas was faced with a number of staffing challenges, but were able to ensure limited gaps in learning for students. School leaders filled major vacancies as best as we could until we could fill positions. DCIs and the Principal all took over classes for periods of time. Veritas worked hard to use remote learning strategies during student absences like assigning work on google classroom, doing zoom tutoring, and adjusting assignment due dates for students absent.

**Accelerated Learning:** Veritas made it an early priority this school year to accelerate learning, and most PD and coaching focused around these practices. Over the summer, leaders attended accelerated learning trainings to prepare for teacher PD in August. During that time, we launched the key focus of teaching students grade level content, and a commitment to staying on track with grade level standards. Research was embedded into teacher training to support their development. Secondly, we outlined a clear plan to accelerate learning in both reading and math.

**Reading:** ELA class embedded additional fluency support, continued focus on vocabulary development. HD word intervention was added as a block.

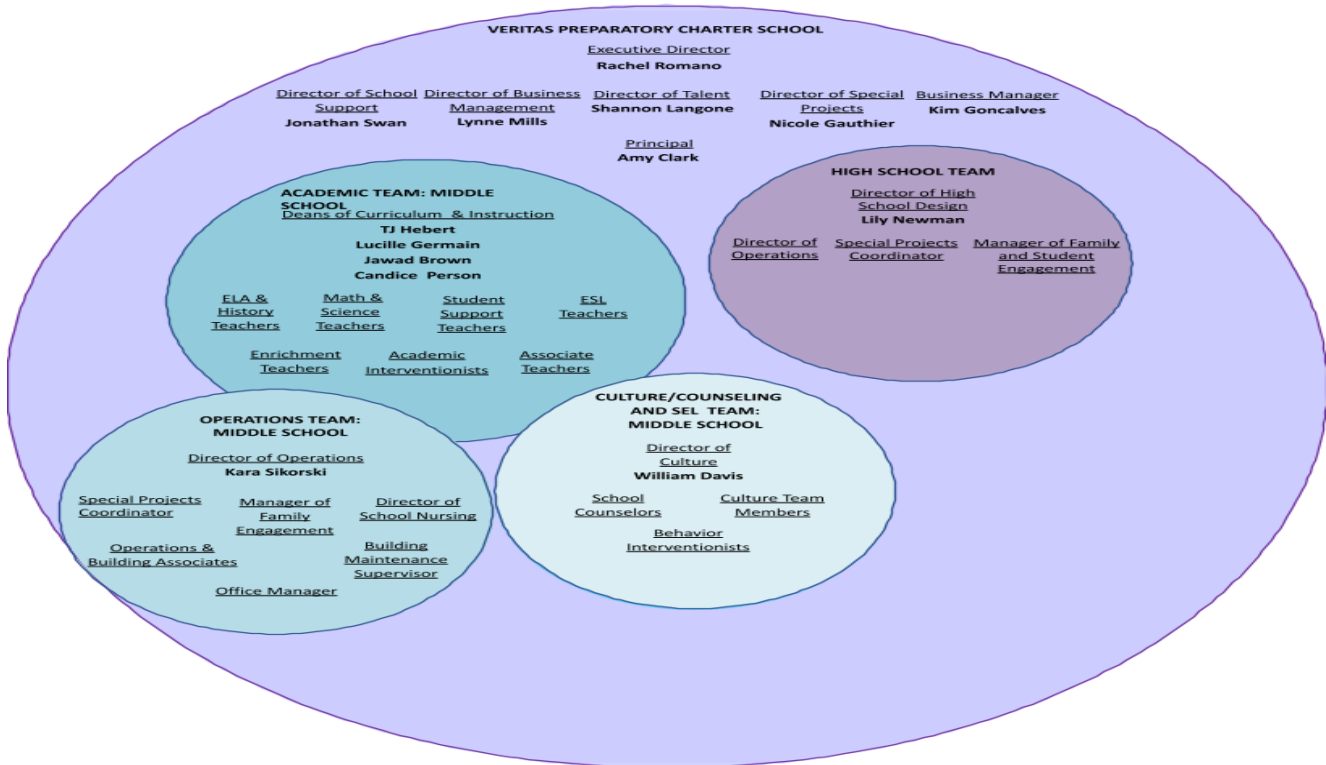
**Math:** The school used pre-assessment data to determine strategic skills to be retaught before and during launches of new content in the math lab block and during tutoring.

## ORGANIZATIONAL VIABILITY

There were no major changes to the organizational structure of the school this year. The school leadership team was overseen and supported by a network team, which also supported the partnership and dissemination work with the Holyoke Public Schools. We continue to provide a support teacher (special education) and associate teacher at each grade level. One Director of Culture continues to work with multiple 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've added an additional counselor to the middle school in the upcoming school year to ensure students continue to be supported with their social and emotional needs post-pandemic. We also continued to build instructional leadership capacity and strengthen our support for teachers with four Deans of Curriculum and Instruction (DCI). We are pleased to promote Amy Clark, principal of the middle school to Executive Principal of grades 5-12. Additionally, we are thrilled to see our capacity building efforts pay off as we promote two DCI's to serve as Assistant Principals at the middle and high school campuses beginning in the upcoming school year.

We added many initiatives to care for teachers and staff in this challenging post-pandemic year including access to mental health counseling and additional mental wellness days. Though we struggled to fill positions and retain teachers and staff throughout the year, we anticipate the vast majority of teachers and staff currently employed will remain with Veritas Prep next year. In addition, we received a Teacher Diversification Grant from DESE to support recruitment and retention of teachers of color by removing common financial barriers that can prevent them from entering or staying in the field. The grant will allow us to provide signing and relocation bonuses, loan reimbursement, MTEL support, and tuition coverage for Teach Western Mass residents and recipients will commit to working at Veritas Prep for 3 years. Additionally, being part of DESE's early college pilot group of schools brought resources and support which helped us to develop strong college partnerships and we are looking forward to applying for the early college designation this summer.

FY22 VERITAS PREPARATORY CHARTER SCHOOL ORGANIZATIONAL CHART



## Finance

### Veritas Prep Charter School

#### FY22 Statement of Revenues, Expenses, and Change in Net Position

as of 6/30/2022 (unaudited)

<b>Revenues</b>			
Tuition	5,497,288		
Government Grants & Funding	2,211,502		
Private Support Funding	988,533		
Student Programs & Misc Fees	13,109		
Rental Income			
Interest / Investment Income	3,698		
<b>Total Revenues</b>	<b>8,714,130</b>		
<b>Expenses</b>			
5000 · Personnel Costs			
Personnel Salaries	5,645,882		
Fringe Benefits & Workers Comp	511,468		
MTRS Surcharge Expense	83,885		
Payroll Taxes	98,883		
Total 5000 · Personnel Costs	6,340,119		
5100 · Administrative Costs			
Contract Services - Board of Trustees	12,495		
Travel & Other Exp -Board of Trustees	3,288		
School Leader Contracted Services	-		
Business & Finance Services	79,495		
Human Resources Services	46,263		
Legal Services	10,379		
IT Services	62,750		
Development & Fundraising Services	23,616		
Fundraising Supplies & Materials	1,627		
Staff Recruitment & Retention	112,433		
Student Recruitment & Advertising	40,579		
ED Discretionary Fund & MCPSA Fee	17,442		
Administrative Supplies & Materials	10,115		
Total 5100 · Administrative Costs	420,482		
5200 · Instructional Costs			
Instructional Leader Services	66,414		
Instructional Leader Supplies & Materials	633		
Instructional Leader Travel & Other Exp	-		
Special Education Services	71,976		
Professional Development (PD)	153,052		
PD Supplies & Materials	13,273		
PD Travel, MTEL & Other Exp	12,818		
Guidance & Testing Services	106,064		
Guidance & Testing Supplies & Materials	12,783		
Textbooks (Media/Materials)	41,161		
Instructional Materials with >1yr life	48,423		
Instructional Furniture & Equipment	50,320		
General Instructional Supplies <1yr life	63,540		
Field Trips & Misc Instructional Costs	48,075		
Cash Reserve Additions - Currently \$500,000 and Goal is \$1,600,000	(0)		
		5200 · Instructional Costs (continued)	
		Classroom Instructional Technology	231,881
		Instructional Software	93,408
		Total 5200 · Instructional Costs	1,013,821
		5300 · Other Student Services	
		Health Services	15,146
		Student Transportation (not district)	37,564
		Food Services	200
		Athletic Services (extra-curricular)	38,143
		Uniforms, Community Events & Other Student	54,809
		Total 5300 · Other Student Services	145,862
		5400 · Operation & Maint of Plant	
		Utilities	92,685
		Facility Cleaning	52,836
		Facility Maintenance & Repairs	128,703
		Facility & Janitorial Supplies	32,220
		Maintenance of Equipment	3,508
		Networking & Communications	74,425
		Facility Lease	13,045
		HS Facility Lease and all other	29,845
		Other costs related to Facility	312,354
		Total 5400 · Operation & Maint of Plant	739,621
		5500 · Other Fixed Charges	
		Insurance (non-employee)	30,207
		Rental / Lease of Equipment (copiers)	37,765
		Short-Term Interest	45
		Depreciation Expense	-
		Total 5500 · Other Fixed Charges	68,017
		5600 · Community Services	
		Dissemination Activities	-
		Civic Activities	-
		Total 5600 · Community Services	-
		9999 · Contingency / Reserves	2,355
		<b>Total Expenses</b>	<b>8,730,277</b>
		<b>Operating Change in Net Position</b>	<b>(16,147)</b>
		<i>The following Revenue and Expenses do not impact the operating budget (cash)</i>	
		Depreciation (moved below the line in FY19)	
		<b>Total below the line pass through or non-cash Expenses</b>	<b>82,029</b>
		<b>Change in Net Position</b>	<b>(98,176)</b>

**Veritas Preparatory Charter School**  
**Statement of Net Position**  
as of June 30, 2022 (unaudited)

	School
<b>ASSETS</b>	
Current Assets	
Cash and Cash Equivalents	422,023
Designated and Restricted Cash	0
Due from (to) Related Parties	172,738
Accounts Receivable	943,569
Prepaid Expenses	235,250
<b>Total Current Assets</b>	<b>1,773,580</b>
Fixed Assets	
Land	
Building (370 Pine Street)	
Building/Leasehold Improvements	1,016,846
Furniture, Equipment & Technology	246,132
Less Accumulated Depreciation	(332,346)
<b>Total Fixed Assets</b>	<b>930,632</b>
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset	3,575,655
Accumulated Amortization	(923,737)
<b>Total Other Assets</b>	<b>2,651,918</b>
Long Term Investments	600,000
Construction in Progress	61,511
<b>TOTAL ASSETS</b>	<b>6,017,641</b>
<b>LIABILITIES</b>	
Accounts Payable	
Accounts Payable	60,610
<b>Total Accounts Payable</b>	<b>60,610</b>
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	423,788
Tuition Contra-Account	0
Current Deferred Revenue	331,917
Current Debt Payable - Line of Credit	300,000
Deferred Cash Inflow	0
Lease Liability and Bond Payable	2,842,793
<b>Total Other Current Liabilities</b>	<b>3,898,498</b>
<b>TOTAL LIABILITIES</b>	<b>3,959,108</b>
<b>NET POSITION</b>	
Temporarily Designated or Restricted Funds	0
Unrestricted	2,058,533
<b>TOTAL NET POSITION</b>	<b>2,058,533</b>
<b>TOTAL LIABILITIES &amp; NET POSITION</b>	<b>6,017,641</b>

**ADDITIONAL INFORMATION -**

**FY23 Operating Budget**  
 Approved by the Board of Trustees on 5/26/2022

**Veritas Prep Charter School**  
 FY23 Budget - board approved

<b>Assumptions</b>	
Tuition Rate	16,725
Enrollment	505
Schoolwide Staff	11
Middle School Staff	83
High School Staff	24

<b>Revenues</b>	
Tuition	8,446,125
Government Grants & Funding	3,458,250
Private Support Funding	200,000
Student Programs & Misc Fees	-
Rental Income	
Interest / Investment Income	1,000
<b>Total Revenues</b>	<b>12,105,375</b>

<b>Expenses</b>	
<b>5000 - Personnel Costs</b>	
Personnel Salaries - Schoolwide and MS	5,832,402
Personnel Salaries - HS	1,616,790
Fringe Benefits & Workers Comp	598,760
MTRS Surcharge Expense	155,621
Payroll Taxes	84,570
<b>Total 5000 - Personnel Costs</b>	<b>8,288,143</b>

<b>5100 - Administrative Costs</b>	
Contract Services - Board of Trustees	15,000
Travel & Other Exp -Board of Trustees	1,000
School Leader Contracted Services	-
Business & Finance Services	30,000
Human Resources Services	63,250
Legal Services	20,000
IT Services	150,000
Development & Fundraising Services	15,000
Fundraising Supplies & Materials	5,000
Staff Recruitment & Retention	40,000
Student Recruitment & Advertising	35,000
ED Discretionary Fund & MCPSA Fee	20,000
Administrative Supplies & Materials	20,000
<b>Total 5100 - Administrative Costs</b>	<b>414,250</b>

<b>5200 - Instructional Costs</b>	
Instructional Leader Services	20,000
Instructional Leader Supplies & Materials	2,000
Instructional Leader Travel & Other Exp	2,000
Special Education Services	35,350
Professional Development (PD)	107,000
PD Supplies & Materials	10,000
PD Travel, MTEL & Other Exp	20,000
Guidance & Testing Services	126,250
Guidance & Testing Supplies & Materials	12,625

<b>5200 - Instructional Costs (continued)</b>	
Textbooks (Media/Materials)	25,250
Instructional Materials with >1yr life	50,500
Instructional Furniture & Equipment	400,000
General Instructional Supplies <1yr life	75,750
Field Trips & Misc Instructional Costs	25,000
Classroom Instructional Technology	150,000
Instructional Software	150,000
<b>Total 5200 - Instructional Costs</b>	<b>1,211,725</b>

<b>5300 - Other Student Services</b>	
Health Services	16,565
Student Transportation (not district)	15,000
Food Services	5,000
Athletic Services (extra-curricular)	90,000
Uniforms, Community Events & Other Student	50,000
<b>Total 5300 - Other Student Services</b>	<b>176,565</b>

<b>5400 - Operation &amp; Maint of Plant</b>	
Utilities	150,000
Facility Cleaning	50,000
Facility Maintenance & Repairs	140,000
Facility & Janitorial Supplies	60,000
Maintenance of Equipment	10,000
Networking & Communications	50,000
Facility Lease	299,788
HS Facility Lease and all other	839,496
Other costs related to Facility	50,000
<b>Total 5400 - Operation &amp; Maint of Plant</b>	<b>1,649,284</b>

<b>5500 - Other Fixed Charges</b>	
Insurance (non-employee)	50,000
Rental / Lease of Equipment (copiers)	63,000
Short-Term Interest	500
Depreciation Expense	-
<b>Total 5500 - Other Fixed Charges</b>	<b>113,500</b>

<b>5600 - Community Services</b>	
Dissemination Activities	-
Civic Activities	-
<b>Total 5600 - Community Services</b>	<b>-</b>

9999 - Contingency / Reserves	251,908
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<b>Total Expenses</b>	<b>12,105,375</b>
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<b>Operating Change in Net Position</b>	<b>(0)</b>
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*The following Revenue and Expenses do not impact the operating budget (cash)*  
 Depreciation (moved below the line in FY19) 150,000

<b>Total below the line pass through or non-cash Expenses</b>	<b>150,000</b>
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<b>Change in Net Position</b>	<b>(150,000)</b>
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FY23 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2022 submission	505
Number of students upon which FY23 budget tuition line is based	505 (15 seats in reservation as a contingency)
Number of expected students for FY23 first day of school	505
<b>Please explain any variances:</b> We budgeted conservatively with a contingency of 15 seats given it is the first year of the high school.	

### Capital Plan

Fiscal Year	Priority	Project Name	Location	Start Month	End Month	Cost (000)		Funding Source (000)			Status				Contractor	Justification	
						Estimate	Final	Cash	Grant	Loan	Planned	Unplanned	Started	Complete			
2021-2022	high	HVAC (repair & upgrade)	MS	June 2021	August 2021	110	81	81					X		X	BG Mechanical Orchard Electric	Basement units require replacement due to exterior damage and system failure.
2021-2022	high	HVAC BMMS connection	MS	July 2021	August 2021	20	16	20				X			X	CTC	3 Rooftop units need to be connected to the BMMS system.
2021-2022	high	HVAC BMMS connection	MS	July 2021	August 2021	10	11	20					X		X	CTC	2 Rooftop units need to be connected to the BMMS system.
<b>Total Cash and Grant Funding for completed projects</b>						140	108	121	0	0							
2021-2022	high	Exterior School Sign	HS	Feb 2022	Mar 2022	30	26	26					X			Agnoli Sign	Exterior sign that highlights the school's name at Carando Drive
2021-2022	high	Technology Infrastructure	HS	January 2022	June 2022	300	112	54	58			X				Insource	Full network installation in preparation for expected occupancy in Spring 2022. Anticipate ERate grant.
2021-2022	high	Gymnasium - Flooring (weight room)	HS	May 2022	June 2022	10	8	8				X				Mercier	Weight room flooring for safety and durability
2021-2022	high	Surveillance, Alarm, Access Controls, and Intercom Systems	HS	April 2022	June 2022	80	74	74				X				SFI	Strong consideration should be made to install in common areas in and around the building.
<b>Total Cash and Grant Funding for current projects</b>						420	220	162	58	0			X				
2022-2023	high	Gymnasium Equipment	HS	April 2022	July 2022	75		75				X					Basketball scoreboards and shot clocks, volleyball equipment, and weight room equipment (most to be expensed)
2022-2023	high	Furniture and Equipment	HS	April 2022	July 2022	400		100	300			X	X				The plan is to use the CSP grant and operating cash to purchase these expensed items
2022-2023	high	Kitchen Equipment	HS	March 2022	July 2022	60		20	40			X					In preparation for meal service starting in Summer 2022. Anticipate start up grant (CSP). (some items may be expensed)
2022-2023	high	Janitorial Equipment	HS	May 2022	July 2022	20		10	10			X					In preparation for custodial services being serviced by employees of Ventas. (CSP)
2022-2023	medium	Technology Infrastructure	MS	June 2022	July 2022	100		70	30			X				Insource	Network upgrade for parts of the infrastructure that is past its life expectancy (ie: access points, cabling, etc.). Anticipate ERate grant.
2022-2023	low	Lower parking lot renovation	MS	July 2022	July 2022	30		30				X					Excavation, expansion, resurfacing. Possible need for retention wall
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 window project. Anticipate ESSER grant.
2022-2023 (possibly 2024)	medium	Window renovation	MS	March 2023	August 2023	450		50	400			X				Colliers (OPM)	Windows are unusable or unsafe to open and closed requiring maintenance to operate. Anticipate ESSER grant.
<b>Total Cash and Grant Funding for future projects</b>						1185	0	355	830	0							
<b>Below are examples of additional projects to consider in the future</b>																	
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**

	<b>2021-2022 Performance (Met/Not Met)</b>	<b>Evidence</b>
<b>Objective:</b> Teachers prioritize mastery of grade-level standards for every student and track data to tailor their instruction to student needs. (KDE 1)		
<b>Measure:</b> 70% of scholars school-wide will earn a C- or higher in ELA and Math by the end of the school year.	Met	<p>ELA: 85% of students had a C- or higher in reading at the end of the school year.</p> <p>Math: 83% of students had a C- or higher in mathematics at the end of the school year.</p>
<b>Objective:</b> Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2)		
<b>Measure:</b> By EOSY, 70% of scholars school-wide will have a Trimester 3 homework average of 75% or higher in ELA and Math.	Met	<p>ELA: The reading homework average by the end of the school year was 70%</p> <p>Math: The math homework average by the end of the school year was 72%.</p>
<b>Measure:</b> Fewer than 20% of scholars will receive more than 3 out of class reflections on average per month.	Met	11% of scholars received an average of 3 or more referrals per month.
<b>Objective:</b> Leaders will provide targeted, data-driven professional development and individualized coaching to teachers in order to drive student achievement. (KDE 3)		
<b>Measure:</b> 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.	Not Met	Approximately 84% of teachers said that professional development and coaching and development were effective in driving scholar achievement.
<b>Measure:</b> 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 (Insufficient Data)	<p>ELA: 9/12, 75% of teachers beat the MA network.</p> <p>Math: 5/12, 41% of teachers beat the MA network.</p> <p>COVID made it challenging to measure. The network was largely reduced in size, and our 8th grade had no network to compare to, and the remaining grades had just a few schools that took tests this year.</p>

**Dissemination**

	2021-2022 Performance (Met/Not Met)	Evidence
<p><b>Objective:</b> 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.</p>		
<p><b>Measure:</b> By EOSY 17-18 Veritas Prep will identify best practices and prepare materials for dissemination.</p>	Met	<p>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.</p>
<p><b>Measure:</b> By EOSY 18-19 Veritas Prep will have a formal partnership with one middle school in either Springfield or Holyoke.</p>	Met	<p>Veritas Prep Holyoke opened as a Holyoke Public School serving 135 students in grade 5 with plans to expand to serve grades 5-8.</p>
<p><b>Measure:</b> By EOSY 19-20 at least one practice will be implemented.</p>	Met	<p>Veritas Prep expanded the school to serve 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 continued to disseminate and collaborate with HPS leaders in a productive and reciprocal relationship to support district-wide turnaround efforts.</p>

## APPENDIX B: CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN

### Recruitment Plan 2022-2023

**School Name:** Veritas Preparatory Charter School

#### 2021-2022 Implementation Summary:

**1: In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2021-2022 Recruitment Plan?** We were able to implement most strategies from the school's recruitment plan but some still proved difficult in this post-pandemic year. We leaned on the strategies that we were able to implement remotely such as the third-party mailings, advertisements and connecting with established partners. A challenge we experienced was a high level of turnover and vacant positions in some of the partner organizations which made it difficult to connect as we have done in the past. We struggled to implement 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. Some of these in-person strategies were not able to be implemented due to COVID surging throughout our recruitment season as well as coverage needs on our own team stretching us thin. Finally, we implemented a new practice of sending enrollment offers via email through our student information system. Though this practice would streamline the process for families and mitigate risk of operational errors, we believe it could create a potential barrier and will return to providing hard copies of the enrollment offers and packet in addition to the electronic version to provide multiple opportunities for families to complete and submit their paperwork in the 2022-2023 school year.

**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.)?**

There is nothing out of the ordinary about the applicant pool for the 2022-2023 school year.

Though we increased the percentage of English Language Learners slightly this year to 5.3%, we still remain below the Composite Index (CI) of 8.6% for English Learners. The Gap Narrowing Target does not calculate on CHART. It is worth noting that we reclassified 45% of ELs at the conclusion of the 2019-2020 academic year due to their high achievement in our program. The percentage of students we serve for whom English is not their first language is 26% which is above the CI of 21% though we fall below the CI on those who remain classified as English Learners.

**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 students in eligible grades 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 make outreach efforts to our community partners and through our families.

**Recruitment Plan – 2022-2023 Strategies**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b>  <b>School percentage:</b>          19.5%  <b>GNT percentage:</b> 18%  <b>CI percentage:</b> 19.4%          The school is <u>above</u>          GNT percentages and  <u>above</u> CI percentages</p>	<p align="center"><b>(b) Continued 2021-2022 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Direct Mailer with a welcome to families of students requiring Special Education services.</li> <li>• 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.</li> <li>• In accordance with Open Meeting Law, a meeting of Veritas Prep’s PAC (Parent Advisory Council) is sent to the <i>Springfield Republican</i> and <i>El Pueblo</i> newspapers, listed on the website and promoted on Facebook to invite families of Special Education students to attend and become involved with the school.</li> <li>• 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.</li> </ul>
	<p align="center"><b>(c) 2022-2023 Additional Strategy(ies), if needed</b></p> <p>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.</p> <p align="center"><i>None needed</i></p>

**Limited English-proficient students/English Learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 5.3%</p> <p><b>GNT percentage: #%</b> <b>CI percentage: 8.6%</b></p> <p>The school is <u>above/below</u> GNT percentages and <u>below</u> CI percentages</p>	<p align="center"><b>(b) Continued 2021-2022 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Direct Mailer to families includes a welcome to families with students of Limited English Proficiency and is written in Spanish.</li> <li>• Newspaper advertising to promote school and invite applications in the local Latino newspaper in Spanish.</li> <li>• Documents and notices will be made available in Spanish and Somali for all families.</li> <li>• Spanish in-person translation is available at information sessions and Somali translation is available upon request..</li> <li>• Flyers and posters shared with Puerto Rican Cultural Council for distribution.</li> <li>• Working with the Somali Bantu Organization of Springfield so we can arrange translation for prospective families and prepare to enroll Somali students.</li> <li>• 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.</li> <li>• Outreach efforts will be made with local newspapers, radio stations, and community organizations to inform Hispanic, Vietnamese, Russian and Somali populations of our school.</li> <li>• Our website links to our Student Information System where applicants can choose from a language to submit an application.</li> <li>• Translation at information sessions will be made available upon request in all languages.</li> <li>• Place geo-targeted Spanish ads on social media.</li> </ul>
	<p align="center"><b>(c) 2022-2023 Additional Strategy(ies), if needed</b></p> <p>Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <p>We added the following strategies in 2021-2022 but struggled to fully implement them as COVID was surging throughout our recruitment season. We are currently and will continue to implement strategies above and below in the year ahead:</p> <ul style="list-style-type: none"> <li>• Flyers and applications distributed in multiple languages at library branches.</li> <li>• 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)</li> <li>• Focus on Veritas Prep parents of LEP students and ask them to share information with their networks to promote the LEP program.</li> </ul> <p>We will focus on two new strategies in 2022-2023 to recruit Somali families:</p> <ul style="list-style-type: none"> <li>• Stronger partnership with the Somali Bantu Organization of Springfield</li> <li>• Mailer to LEP families will be sent in Somali as well as Spanish</li> </ul>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 87.1%</p> <p><b>GNT percentage:</b> 73.8%</p> <p><b>CI percentage:</b> 79.8%</p> <p>The school is <u>above</u> GNT percentages and <u>Above</u> CI percentages</p>	<p align="center"><b>(b) Continued 2021-2022 Strategies</b></p> <p>Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Newspaper advertising in Latino and African-American targeted newspapers.</li> <li>• 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.</li> <li>• 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.</li> <li>• Applications and in-person visits will be made to local homeless shelters.</li> </ul> <hr/> <p align="center"><b>(c) 2022-2023 Additional Strategy(ies), if needed -</b></p> <p>Did not meet CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p align="center"><i>none needed</i></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-2022 Strategies</b></p> <ul style="list-style-type: none"> <li>• Across all Springfield schools, for 5th graders in 2021 only 20% can pass the state's MCAS in Science, Technology &amp; Engineering (STE), only 13% can pass the Math test, and 26% 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.</li> <li>• 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</li> </ul> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed - None needed</b></p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2021-2022 Strategies</b></p> <p>An application will be mailed to all families with 4th-8th 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.</p> <p align="center"><b>2022-2023 Additional Strategy(ies), if needed- none needed</b></p>

**Retention Plan  
2022-2023**

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

**2021-2022 Implementation Summary:**

We successfully implemented the strategies outlined in our 2021-2022 Retention Plan and met our goal of 90% retention with 90.9% of our students remaining enrolled. With an overall attrition of 9.1%, VPCS was far below the statewide average. Of the 45 total comparison district schools, VPCS had lower attrition than 43 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 and safe 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 the academic, mental and physical 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 – 2022-2023 Strategies**

**Special education students/students with disabilities**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.5%  <b>Third Quartile:</b> 22.4%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 Strategies</b></p> <p>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</p> <ul style="list-style-type: none"> <li>• Build relationships with local agencies serving students with special education needs (CHD, The Gandara Center, Behavioral Health Network, and Caring Health).</li> <li>• Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families.</li> <li>• All recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep.</li> </ul>
	<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p align="center"><b><i>None needed</i></b></p>

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

Limited English-proficient students

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 0% <b>Third Quartile:</b> 25%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 Strategies</b></p> <p>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.</p> <p>ELL teacher tracks, monitors, and communicates progress with ELL families.</p> <hr/> <p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>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. <b><i>None needed</i></b></p>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 9.3% <b>Third Quartile:</b> 21%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2020-2021 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed Continue outreach strategies to partner agencies like HAP Housing, Springfield Housing Authority, and Center for Human Development to ensure a full range of support for families.</p> <p>Established, through counselor and nurse, pipeline for needy families to receive school food that would otherwise be thrown away.</p> <p>Strengthen relationships with after school programs and agencies that service lower income families and their children (Big Bro/Big Sis, YMCA, etc.).</p> <p>Provide PVRTA bus passes and uniforms to families as needed.</p> <p>Provide school supplies such as pens, pencils, notebooks, etc., as needed.</p>
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	<p align="center"><b>(c) 2021-2022 Additional Strategy(ies), if needed</b></p> <p>Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p align="center"><i>None needed</i></p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2020-2021 Strategies</b></p> <p>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.</p> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed</b></p> <p align="center"><i>None needed</i></p>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2020-2021 Strategies</b></p> <p>Continue to implement our system for tiered behavioral and academic interventions for struggling scholars.</p> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed</b></p> <p align="center"><i>None needed</i></p>
<p><u>Students who have dropped out of school</u>  <u>*only schools serving students who are 16 and older</u></p>	<p>N/A</p> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Provide additional and/or enhanced strategies needed.</li> </ul>
<p><b>OPTIONAL<sup>(1)</sup></b>  <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>N/A</p> <p align="center"><b>(g) Continued 2020-2021 Strategies</b></p> <p align="center"><b>2021-2022 Additional Strategy(ies), if needed</b></p>

**APPENDIX C: SCHOOL AND STUDENT DATA TABLES**

Please see the student demographic enrollment data for Veritas Preparatory Charter School [here](#).

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS</b>	
<b>Race/Ethnicity</b>	<b>% of School</b>
African American	21%
Asian	2%
Hispanic	68%
Native American	1%
White	4%
Native Hawaiian/Pacific Islander	1%
Multi-race (Non-Hispanic)	3%
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	19%
English Language Learner	5%
Students with Disabilities	20%
High Needs	90%
Economically Disadvantaged	87%

<b>ADMINISTRATIVE ROSTER FOR THE 2021-2022 SCHOOL YEAR</b>			
<b>NAME, TITLE</b>	<b>BRIEF JOB DESCRIPTION</b>	<b>START DATE</b>	<b>END DATE</b>
Rachel Romano, Executive Director	Head of School, Board Liaison, Development	7/1/2011	n/a
Jonathan Swan, Director of School Support	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
Lily Newman, Director of High School Design and Development	High School Design and Development	7/15/2020	n/a
Nicole Gauthier, Director of Special Projects	Board Management, Grants Support, Marketing and Communications	10/20/2021	n/a
Kimberly Goncalves, Accounting and Business Manager	Accounts Payable Manager, Grant Reporting and Budget, Accounting	2/28/2022	n/a

<b>TEACHER AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2021-22 school year</b>	<b>Departures during the 2020-21 school year</b>	<b>Departure at the end of the school year</b>	<b>Reason(s) for departure</b>
Teachers	46	12	7	<p><b>During school year:</b></p> <ol style="list-style-type: none"> <li>1. Termination</li> <li>2. Resignation</li> <li>3. Resignation</li> <li>4. Resignation</li> <li>5. Resignation</li> <li>6. Resignation</li> <li>7. Resignation</li> <li>8. Resignation</li> <li>9. Resignation</li> <li>10. Resignation</li> <li>11. Resignation</li> </ol> <p><b>End of the school year</b></p> <ol style="list-style-type: none"> <li>1. Contract not renewed</li> <li>2. Contract not renewed</li> <li>3. Contract not renewed</li> <li>4. Contract not renewed</li> <li>5. Resignation</li> <li>6. Resignation</li> <li>7. Resignation</li> </ol>
Other Staff	25	8	3	<p><b>During school year:</b></p> <ol style="list-style-type: none"> <li>1. Termination</li> <li>2. Termination</li> <li>3. Resignation</li> <li>4. Resignation</li> <li>5. Resignation</li> <li>6. Resignation</li> </ol> <p><b>End of the school year:</b></p> <ol style="list-style-type: none"> <li>1. Termination</li> <li>2. Resignation</li> <li>3. Resignation</li> </ol>

**Teacher Attrition**

It was a challenging year for adults and students coming back from the pandemic. The high level of complex student needs coupled with teachers and staff enduring two years of stress and uncertainty led to a large number of teachers at Veritas and across the country leaving the profession. We are implementing changes to our model, reducing the length of the school day/year, maintaining mental health supports for teachers, and have raised salaries across the board to respond to our teachers’ calls for increased sustainability.

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

<b>BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee Affiliation(s)</b>	<b>Number of Terms Served</b>	<b>Length of Each Term</b>
Judith Crowell	Member	Academic	2	9/27/16-6/30/19 7/1/19-6/30/22
Lisa Doherty	Member	Finance	4	7/1/12-6/30/15 7/1/15-6/30/18 7/1/18-6/30/21 7/1/21-6/30/24
Ann Errichetti	Vice Chair	Academic	2	7/1/19-6/30/21 7/1/21-6/30/24
Denise Ford	Treasurer	Finance	2	8/7/17-6/30/20 7/1/20-6/30/23
David Fuller	Member	Governance & Finance	3	7/1/15-6/30/18 7/1/18-6/30/21 7/1/21-6/30/24
Anthony Gabinetti	Member	Finance	3	7/1/14-6/30/17 7/1/17-6/30/20 7/1/20-6/30/23

Dale Janes	Chair	Academic	2	8/11/16-6/30/19 7/1/19-6/30/22
Matthew Landon	Member	Finance	2	9/27/16-6/30/19 7/1/19-6/30/22
Robert Martin	Secretary	Finance	1	7/1/19-6/30/22
Aaron Mendelson	Member	Governance	4	2/21/11-6/30/13 7/1/13-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22
Rebecca Sela	Member	Academic	2	8/11/16-7/31/18 7/1/19-6/30/22
Xiomara DeLobato	Member	Academic	1	10/6/20-6/30/23
Terry Maxey	Member	Finance	1	10/6/20-6/30/23

<b>BOARD OF TRUSTEES MEETING SCHEDULE FOR THE 2022-23 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
July 28, 2022, 4:30-6:00 p.m.	VPCS or Zoom
August 25, 2022, 4:30-6:00 p.m.	VPCS or Zoom
September 22, 2022 4:30-6:00 p.m.	VPCS or Zoom
October 27, 2022, 4:30-6:00 p.m.	VPCS or Zoom
November 17, 2022, 4:30-6:00 p.m.	VPCS or Zoom
December 15, 2022, 4:30-6:00 p.m.	VPCS or Zoom
January 26, 2023, 4:30-6:00 p.m.	VPCS or Zoom
February 23, 2023, 4:30-6:00 p.m.	VPCS or Zoom



March 23, 2023, 4:30-6:00 p.m.	VPCS or Zoom
April 27, 2023, 4:30-6:00 p.m.	VPCS or Zoom
May 25, 2023, 4:30-6:00 p.m.	VPCS or Zoom
June 22, 2023 4:30-6:00 p.m.	VPCS or Zoom

<b>COMMITTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date</b>	<b>Time &amp; Location</b>
Governance Committee	<b>2022:</b> 7/14, 8/11, 9/8, 10/13, 11/10, 12/8; <b>2023:</b> 1/12, 2/9, 3/9, 4/13, 5/11, 6/8	<del>11:00 a.m.</del> -12 p.m.- <del>1 p.m.</del> VPCS or Zoom
Academic Achievement Committee	<b>2022:</b> 7/14, 8/11, 9/8, 10/13, 11/10, 12/8; <b>2023:</b> 1/12, 2/9, 3/9, 4/13, 5/11, 6/8	8:00-9:00 a.m. VPCS or Zoom
Finance Committee	<b>2022:</b> 7/21, 8/18, 9/15, 10/20, 11/17, 12/15; <b>2023:</b> 1/19, 2/16, 3/16, 4/20, 5/18, 6/15	<del>8:30-9:30 a.m.</del> <del>4:00-5:00 p.m.</del> VPCS or Zoom

#### **APPENDIX D: ADDITIONAL REQUIRED INFORMATION**

##### **Key Leadership Changes**

<b>Position</b>	<b>Name</b>	<b>Email Address</b>	<b>No Change/ New/Open Position</b>
Board of Trustees Chairperson	Dale Janes	djanes37@gmail.com	No change
Charter School Leader	Rachel Romano	<a href="mailto:rromano@vpcs.org">rromano@vpcs.org</a>	No change
Assistant Charter School Leader	Amy Clark	<a href="mailto:aclark@vpcs.org">aclark@vpcs.org</a>	No change
Special Education Director	Jonathan Swan	<a href="mailto:jswan@vpcs.org">jswan@vpcs.org</a>	No change
MCAS Test Coordinator	Amy Clark	<a href="mailto:aclark@vpcs.org">aclark@vpcs.org</a>	No change

SIMS Coordinator	Lynne Mills	<a href="mailto:lmills@vpcs.org">lmills@vpcs.org</a>	No change
English Learner Program Coordinator	Jessica Forte	<a href="mailto:jforte@vpcs.org">jforte@vpcs.org</a>	No change
School Business Official	Lynne Mills	<a href="mailto:lmills@vpcs.org">lmills@vpcs.org</a>	No change
SIMS Contact	Kara Wilkes	<a href="mailto:kwilkes@vpcs.org">kwilkes@vpcs.org</a>	No change
Admissions and Enrollment Coordinator	Kara Wilkes	<a href="mailto:kwilkes@vpcs.org">kwilkes@vpcs.org</a>	No change
SSDR Contact	William Davis	<a href="mailto:wdavis@vpcs.org">wdavis@vpcs.org</a>	No change

### **Facilities**

<b>Location</b>	<b>Dates of Occupancy</b>
370 Pine Street, Springfield, MA 01105	2012-Present
225 Carando Drive, Springfield, MA 01105	June 2022-present

### **Enrollment**

<b>Action</b>	<b>2022-2023 School Year Date</b>
Student Application Deadline	2/24/2023
Lottery	3/3/2023