



**VERITAS PREPARATORY CHARTER SCHOOL  
ANNUAL REPORT 2023-2024**

**Middle School Campus:**

370 Pine Street  
Springfield MA 01105  
413-539-0055  
Fax 413-469-5355

**High School Campus:**

225 Carando Drive  
Springfield MA 01104  
413-264-2646  
Fax 413-299-1874

Contact: Rachel Romano, Executive Director  
[rromano@vpcs.org](mailto:rromano@vpcs.org)

Website: [www.veritasprepma.org](http://www.veritasprepma.org)

Annual Report Approved: July 25, 2024  
Annual Report Submission Date: July 30, 2024

Table of Contents

- INTRODUCTION TO THE SCHOOL ..... 3**
- FAITHFULNESS TO CHARTER ..... 4**
  - Mission and Key Design Elements ..... 4
  - Amendments to Charter..... 6
  - Access and Equity: Discipline Data ..... 6
  - Dissemination Efforts..... 8
- ACADEMIC PROGRAM SUCCESS..... 10**
  - Student Performance..... 10
  - Program Delivery..... 13
- ORGANIZATIONAL VIABILITY ..... 15**
  - Finance..... 18
  - Additional Information ..... 20
- APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE ..... 23**
  - Faithfulness to Charter ..... 23
  - Dissemination ..... 25
- APPENDIX B: CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN ..... 26**
  - Recruitment Plan 2024-2025 ..... 26
  - Retention Plan 2024-2025 ..... 31
- APPENDIX C: SCHOOL AND STUDENT DATA TABLES ..... 35**
  - Student Demographic Information ..... 35
  - Administrative Roster and Staff Attrition Data..... 35
  - Information About the Board of Trustees ..... 38
- APPENDIX D: ADDITIONAL REQUIRED INFORMATION..... 40**
  - Key Leadership Changes ..... 40
  - Facilities..... 41
  - Enrollment ..... 41
- APPENDIX E: CONDITIONS, COMPLAINTS & ATTACHMENTS ..... 41**

**INTRODUCTION TO THE SCHOOL**

<b>Veritas Preparatory Charter School</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location of School</b>	<b>Middle School:</b> 370 Pine Street, Springfield, MA 01105 <b>High School:</b> 225 Carando Drive, Springfield, MA 01104
<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 6/14/2024</b>	577
<b>Chartered Grade Span</b>	5-12	<b>Current Grade Span</b>	5-10
<b>Number of Instructional Days per School Year (as stated in the charter)</b>	180	<b>Students on Waitlist as of 7/17/2024</b>	140
<b>Final Number of Instructional Days during 2022-23 School Year</b>	180		
<b>School Hours</b>	<b>Middle School:</b> M, T, Th, F, 8:30 a.m. to 3:30 p.m. W, 8:30 a.m. to 1:30 p.m. <b>High School:</b> M, T, W, TH 7:45 a.m. to 3:30 p.m. F 7:45 a.m. to 12:00 p.m.	<b>Age of School as of 2023-24 School Year</b>	12 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 CHARTER**

**Mission and Key Design Elements**

Our mission is to prepare our students to compete, achieve, and succeed in high school, college, and beyond. At Veritas Prep, we know that an excellent education has the power to unlock unlimited potential within our students, and that it is our duty to provide access to every student who walks through our door. We prepare all students to access early college in high school and provide robust college and career counseling and support to ensure each student can reach their fullest potential and achieve their dreams. As a team, we are united in our commitment to delivering a quality education that prepares students for college and career success and grounded in our key design principles.

1. High expectations and relentless support for every scholar
2. Development of scholarly habits for high school, college, and career success
3. Professional development and coaching for teachers to help drive dramatic gains in scholar achievement.

Key Design Principle & What we Believe	What it looks like in practice
<p><b>High Expectations and Relentless Support of Every Scholar</b>                      At Veritas Prep, all students will leave prepared for college and career – everyone. We expect our students to focus on learning and work hard. We expect students, families, and staff to be accountable to each other for maintaining high expectations as it is our duty to provide the structures and supports that allow them to grow.</p>	<p><b>Effective Lesson Preparation:</b> Curriculum is aligned to grade-level common core standards and is rigorous, relevant, and engaging for students. All teachers deeply internalize the goals of the curriculum at the course, unit, and lesson level to maximize the effectiveness of the curriculum. Teachers are prepared to teach class each day and could clearly name the most important concepts students should know along with an exemplar response for the core components of the daily lesson. The key content is made clear to students, along with why it is important and criteria for how they will be given a chance to show mastery.</p> <p><b>Clear, Consistent Expectations:</b> Teachers utilize crystal clear directions for all parts of the lesson so not a minute is taken from learning. Class begins immediately, and transitions and procedures are seamless to save time. Teachers consistently state, narrate, and check for understanding on behavioral and academic expectations. Student engagement and participation is required in all parts of the lesson.</p> <p><b>Inquiry and Student Voice:</b> Students take the lead on their own learning through dialogue and inquiry. Students continually do more heavy lifting than the teachers, and get a lot of individual practice on rigorous, grade-level work. Students engage in a variety of partner, small group, and whole group discussions and tasks and have a variety of different ways to show their thinking in class through writing and speaking. Students are encouraged to take risks, make mistakes, and explain their thinking.</p> <p><b>Response to Data:</b> Every part of the lesson is designed for teachers to gather data from students that can support lesson adjustments to push forward academic mastery. Teachers collect data informally during and after the lesson by asking students to explain their thinking, looking directly at their student work, and listening closely to student discourse. Teachers then adjust the lesson or give individualized feedback to correct errors to students individually, in small groups, or the whole class.</p>

	<p>Formally, teacher teams pause at the end of assessment cycles to analyze data and adjust unit plans or intervention plans based on gaps in student mastery. Teachers strategically respond to data through a variety of methods both inside of the lesson and during reteaches.</p>
<p><b>Development of scholarly habits for high school, college, and career success</b></p> <p>Veritas has an advisory curriculum that focuses on character development, habits of work and learning, and exposure to college and career. Habits of success are explicitly taught and embedded into the curriculum. The words are part of the fiber of our school, present in all actions and beliefs of students because they know they are the key drivers in preparing them for college and career success. Students develop a clear vision for themselves that drives them forward in their learning in every grade level. Teachers support students to see the connections each learning goal may have to their future aspirations.</p>	<p><b>Preach Aspirations:</b> Adults build strong relationships with their students so that all interactions are respectful and purposeful. Teachers know the students' vision for themselves and use language that clearly inspires and encourages visionary thinking. Teachers are heard talking about college, career, and skills that are necessary for success. All lessons have a reason that is deeply connected to academic and habits success towards our Veritas mission.</p> <p><b>Teach and Give Feedback on Habits:</b> Habits of success are specifically introduced by teachers strategically throughout the school year, rather than assumed to be part of the students' toolkit already. They continually come up as part of the regular vocabulary alongside any expectation given in class. Habits are normed across the school, and there is a common language used to reflect on, give feedback on, and evaluate students. Teachers will explicitly say "I'm looking for [action] to show strong [habit]. Students can self-assess and give a standard score.</p> <p><b>Restorative Conversations:</b> Relationships are of such vital importance that all teachers actively seek to repair after any harm has been done. Teachers check in with students during and after class, using a warm tone that encourages understanding between the individuals rather than consequence. Conversations are rooted in supporting students to feel safe, and better equipped to handle communication and interpersonal challenges in the future. Teachers apologize when they are wrong and own their part in conflict as a model as they expect students to do the same.</p>
<p><b>Professional development and coaching for teachers to help drive dramatic gains in scholar achievement</b></p> <p>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 maintain a professional environment in which all staff members are mission-driven team players with a strong growth mindset for themselves and students. We expect teachers to challenge and engage students with rigorous, standards-based lessons, use data to inform their planning, create classroom cultures that demand high behavioral expectations while creating a joy factor for learning, and ensure that lessons are differentiated to meet the needs of all students.</p>	<p><b>Collaborative Meeting Time:</b> All teachers have dedicated time every day to collaborate in content, co-teaching, and/or grade teams to analyze student achievement data and plan or internalize highly effective lessons. Meetings are effectively prepared for and happen regularly.</p> <p><b>Instructional Walkthroughs:</b> Leaders frequently do walkthroughs with observation rubrics to guide their look fors and takeaways. Walkthroughs support norming of coaching practice, alignment on execution of key instructional strategies, and sources of evidence for PD priorities and planning.</p> <p><b>Targeted Coaching and PD:</b> 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.</p>

**Amendments to Charter**

<b>Date Submitted</b>	<b>Amendment Request</b>	<b>Pending or Approved?</b>
N/A	None	N/A

**Student Demographic Information**

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

Please see the selected student populations 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	19.4
Asian	1.0
Hispanic	70.7
Native American	.5
White	4.2
Native Hawaiian/Pacific Islander	.2
Multi-race (Non-Hispanic)	3.8
<b>Selected Populations</b>	<b>% of School</b>
First Language not English	22.6
English Language Learner	7.8
Students with Disabilities	23.8

High Needs	87.2
Economically Disadvantaged	83.2

**Access and Equity: Discipline Data**

Veritas continues to maintain a lower rate of student discipline with a lower variance between subgroups of students while maintaining a positive culture focused on student achievement and high expectations. Our trained culture teams (middle school) and student success teams (high school) collaborate with teachers, students, and families to support students to meet high expectations, and to provide individualized support when needed. Teams increasingly rely on restorative practices in lieu of suspension such as mediations, projects, and logical consequences. Teachers and students are proud of this and feel supported to make the school experience for scholars the best it can be. We use professional development and coaching as opportunities to retrain, and norm on best practices for supporting students in the classroom to ensure our students have access to the best educational experience possible.

**2022-2023 Student Discipline Data**  
**The most recent, publicly available student discipline data for Veritas can be found [here](#).**

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest	% Students with a Non-Arrest Law Enforcement Referral
All Students	508	48	4.7	5.3	0.0	0.0	0.4	0.0	0.0
English Learner	27	5							
Low Income	441	44	5.2	5.4	0.0	0.0	0.5	0.0	0.0
Students w/disabilities	125	16	5.6	8.0	0.0	0.0	0.8	0.0	0.0
High needs	458	45	5.2	5.2	0.0	0.0	0.4	0.0	0.0
Female	274	22	4.7	4.0	0.0	0.0	0.4	0.0	0.0
Male	232	26	4.7	6.9	0.0	0.0	0.4	0.0	0.0
Amer. Ind. or Alaska Nat.	3								
Asian	5								
Afr. Amer./Black	104	11	6.7	3.8	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	361	35	4.2	6.4	0.0	0.0	0.6	0.0	0.0
Multi-race, Non-Hisp./Lat.	16	0							
Nat. Haw. or Pacif. Isl.	1								
White	18	1							

**Classroom Management:** A school-wide classroom management system, called the Promotion System supports keeping scholars in the middle school classrooms by giving feedback on behaviors that model strong habits and those that do not. The Promotion System is used by teachers in every 5th - 8th grade classroom by giving students the opportunity to have their magnets moved up or down based on the representation of their habits during class. This system promotes the development of habits over time and visually supports habit development and clear and consistent expectations for all students. As scholars enter 9th grade, we are explicitly teaching habits of success through the Seminar course and intentionally building in more opportunities for autonomy and decision making. All core teachers embed habits instruction into lessons and grade students on their implementation of the habits.

**Common Expectations:** Expectations for common areas such as the hallway, and community room are clearly defined and given oversight and support by leadership. At the start of each school year, the leadership team identifies the main procedures that should be executed on exactly the same across each school to bring clarity to the practices we expect teachers, staff and students to execute with fidelity. As students enter high school, some routines allow for more autonomy and choice, such as flexible learning blocks, as we begin to prepare them for college and career.

**Logical Consequences and Restorative Practices:** When a scholar disrupts the community or violates a community norm, the first step is to figure out how to support the scholar to do better next time. Supporting students to understand the real repercussions of their actions is an important factor in helping them to build the skills to act differently and be ready for college and career. Some examples of logical consequences that have been used include public apologies for students who have used unkind or damaging words, community service cleaning hours for students who have been disrespectful to the space, and counseling or mental health services for students who may be struggling with vaping. These strategies are far preferred to suspension, and sometimes are combined with suspension if the severity of the case warrants. In grade 9, students began to implement student-led conferences, where students were supported to lead conversations about their grades and their habits of success. Students were able to articulate the connection between their habits and achievement, in which ways they were showing up strongest, and in which areas they wanted to improve.

**Parent/Guardian Communication:** Frequently communication with the parent is required to ensure there is a strong relationship between home and school. This ensures that parents are always up to date and in the loop about their scholar's habits and their academic success. Also, this frequent communication allows the families to fully understand the support offered by the school. In 9th grade, students entered into the advisory model, where they are cohorted with a small group of students, led by one advisor who is responsible for keeping their parents informed of their progress.

**Positive Incentives:** Over the summer, each school team creates a calendar of regularly scheduled events and incentives to celebrate and honor our hardworking scholars. The calendar includes a combination of earned and unearned incentives on both campuses. Scholars in middle school are incentivized for mastering school-wide procedures (On-Track Party), showing strong habits in class (Weekly Rockstar Monday), and academic success and growth (Scholar of the Month). At the high school, students with a Habits of Success Average that meets the requirement are welcomed to the Habits of Success Club which includes an increase in privileges like the ability to use the student lounge to do work, lunch activities, and more. Additional incentives include field trips and college visits that support them towards understanding the habits needed for college success.

**Supports and Interventions:** At both the middle and high school, Veritas continued the work towards refining the school's tier two interventions to best support students. The instructional support team at both schools continued to meet about these bi-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 both the middle and high school are:

**Student Breaks:** 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. Students are assigned breaks and take their breaks with the tiered interventionist.

*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.

*Student Success Conferences (High School):* Success coaches run student success conferences weekly with students to go over their academic and behavioral data from the week prior and set goals for the upcoming week. Conferences take place for about 10-15 minutes during the personalized learning block.

***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 systems. 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 in grades 5-8 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. In high school, all scholars are required to take a Seminar course. Seminar is a college and career exploration course that includes student development of a career and academic plan. It serves as an advisory program that builds executive functioning, study skills, an understanding of identity and community specific social-emotional skills for success. In the 9th grade Seminar course, students engaged in assessments of their strengths and built an understanding of careers and related degrees and requirements. Students develop college knowledge, centered on our partner schools and other colleges, unpacking college expectations, systems, and available support in preparation for college courses.

### **Dissemination Efforts**

Veritas Prep Charter School continues to prioritize dissemination of practices. We are thrilled to have earned official designation for our early college program this year and we are actively disseminating our policies and practices to support the state's goal of increasing access to early college. We are actively engaged with schools across the state through the Massachusetts Alliance for Early College and also share practices through our IHE partners. We continue to see significant increases to the diversity of our faculty over the past several years and are pleased to disseminate practices which have supported our efforts to recruit and retain teachers of color. Finally, we continue to collaborate and support all efforts to improve collaboration between districts and charter schools and continue to lead charters across the state in these efforts. The table below illustrates many of the opportunities we have had to disseminate practices 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>
Springfield Talent PLC	Monthly Meetings	Shannon Langone, Director of Talent	Nicole Christoforo, Springfield Empowerment Zone (SEZP), Chief of Talent, and Wendy Soref, Director of Talent, Springfield Prep Charter School	-Engaged in problems of practice discussions -shared recruitment, selection, and retention resources, - Dissemination of best practices in HR, and tools/strategies for recruiting and supporting teachers of color.
College, Career and Job Readiness/Fair	Springfield College, Career and Jobs Fair		HYFF, SEZP, Springfield Charters	Veritas was a lead partner with the SEZP and Springfield HYFF to implement a college, career and jobs fair for over 300 high school students in the cities charter and SEZP schools.
Business & Finance	Monthly meetings	Lynne Mills, Director of Business and Finance	Charter School Business and Operations Managers across the state	A mutual sharing of best practices in school finance and operations
Teacher Diversity: Recruitment, Development and Retention of Teachers of Color	Monthly Convenings	Rachel Romano, Executive Director  Jonathan Swan, Director of Student Services  Charmayne Wright, Middle School AP TJ Hebert, Middle School Principal	Districts and charter schools across Massachusetts	-shared strategies we have used to recruit and retain teachers of colors  -A vision and plan to retain teachers of color was developed and presented to the PLC

		Shannon Langone, Director of Talent		
Early College	Meetings, E-mail exchanges and school tours	Rachel Romano, CEO  Adrienne Mantegna, Dean of EC	EC Schools throughout Massachusetts	Policies, practices, course trajectories, operational protocols, contracts

**ACADEMIC PROGRAM SUCCESS**

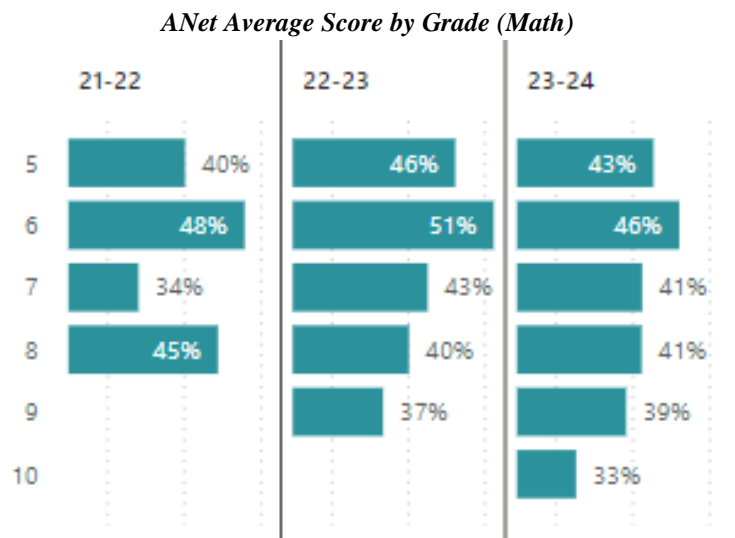
**Student Performance**

Veritas Prep Charter School: [2022 Official Accountability Report](#)

Veritas Prep continued the work towards academic recovery at this school, guided by robust strategic planning around desired academic outcomes for both the middle and high school by the end of the year. School leaders used MCAS data from the 2022-2023 administration to plan targeted intervention and continue our accelerated learning strategies at both schools. We use many sources of data throughout the school year to monitor student academic progress on both middle school and high school campuses and have data meetings to analyze and plan teacher and leader response. Both schools in the district analyze unit assessments, and standards-based gradebook, and ELA and Math Interim assessments. The middle school additionally analyzes NWEA MAP Growth in Science, Reading and Math. The high school additionally uses the Course Readiness Assessment to determine students' preparedness for early college as determined by multiple measures.

**Interim Assessment Data: ANet Assessments**

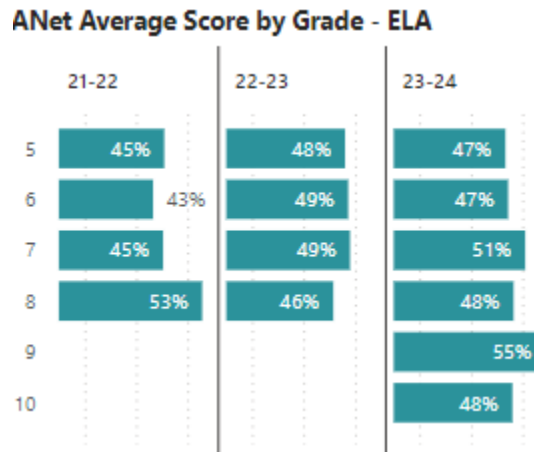
**MATH:** The table below shows the average math interim assessment score by grade level for the past three years, in order from top (5th) to bottom (10th). Grade 7 showed the most progress from the pandemic year of 21-22, but saw a small decrease in achievement in 23-24. 6th grade showed the highest achievement average in math at 46%. Students in grades 5-8 took four math ANet assessments this school year, whereas students in grades 9-10 took 2 Anet assessments.



**ELA:** The table below shows the average ELA interim assessment score by grade level for the past three years, in order from top (5th) to bottom (10th). In ELA (table below), our students were on par or outperformed the network. Students showed progress inside their cohorts from year to year. For example, students who were in 5th grade in 21-22 increased from 45% to

49% by the end of their 6th grade year and to 51% in their 7th grade year. This same trend goes for current 9th graders. These cohort increases show that students are growing in their reading skills over the course of their time at Veritas in more places. Students in grades 5-8 took three ANet assessments in ELA whereas students in grades 9-10 took 2 Anet assessments.

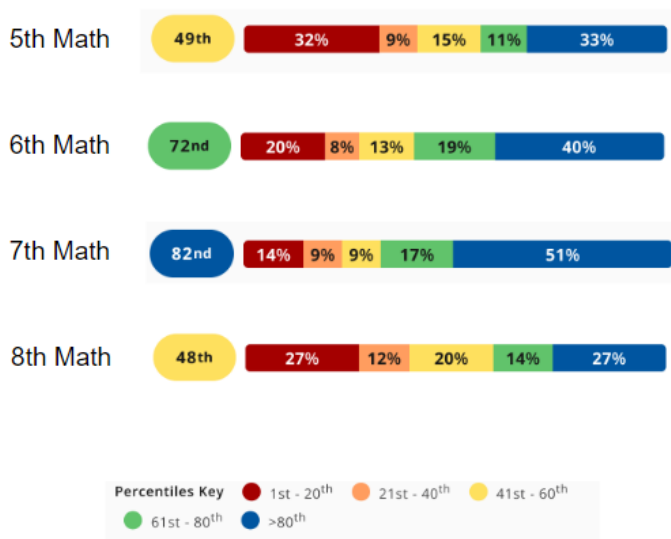
### ANet Average Score by Grade (ELA)



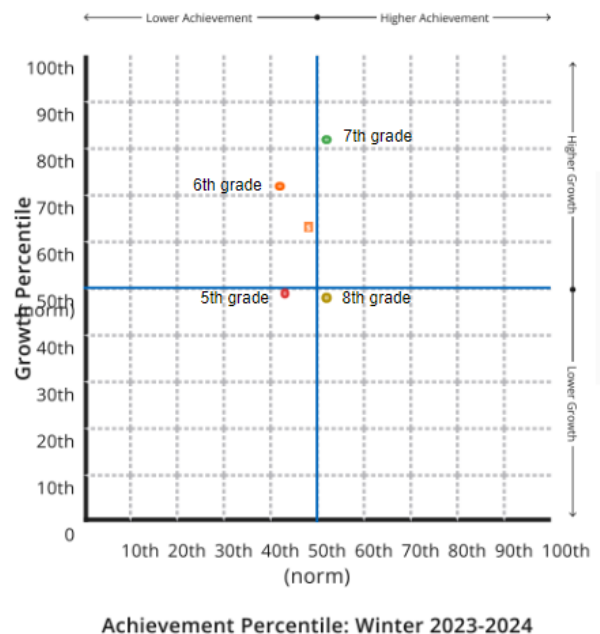
### MAP Assessment Data

Students in grades 5-8 took two NWEA MAP assessments this year in reading, math and science to measure their growth. This was the third year we administered these assessments. The chart below shows the growth percentile by grade level and subject area, as well as the growth and achievement quadrant for Math and ELA.

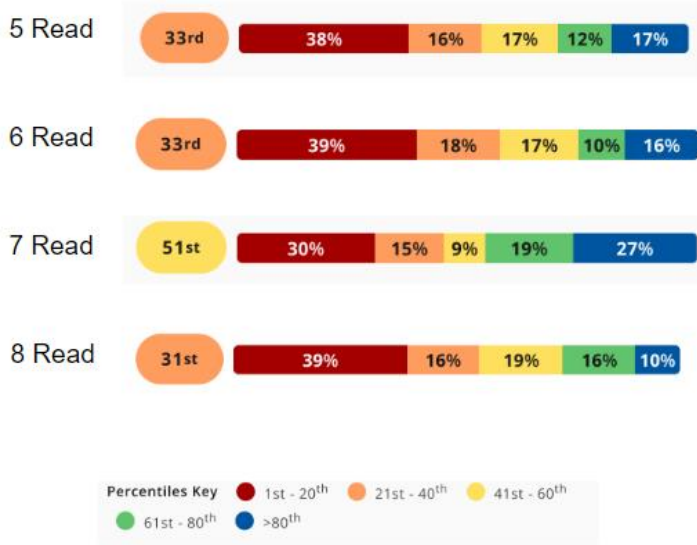
Math Growth Percentiles Per Grade



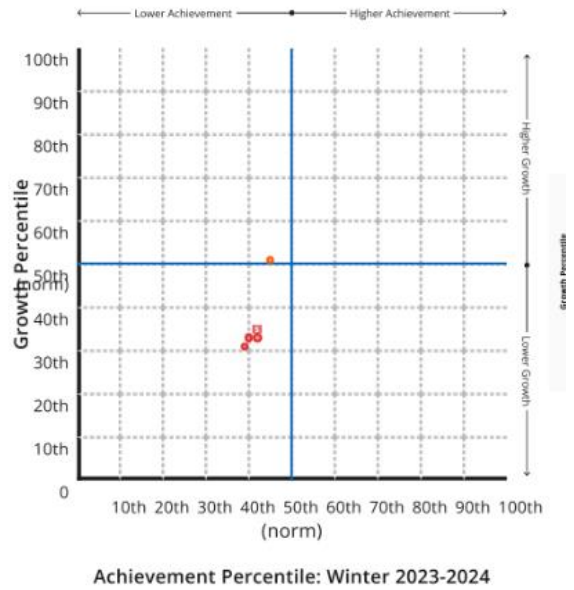
Math Growth and Achievement Quadrant By Grade



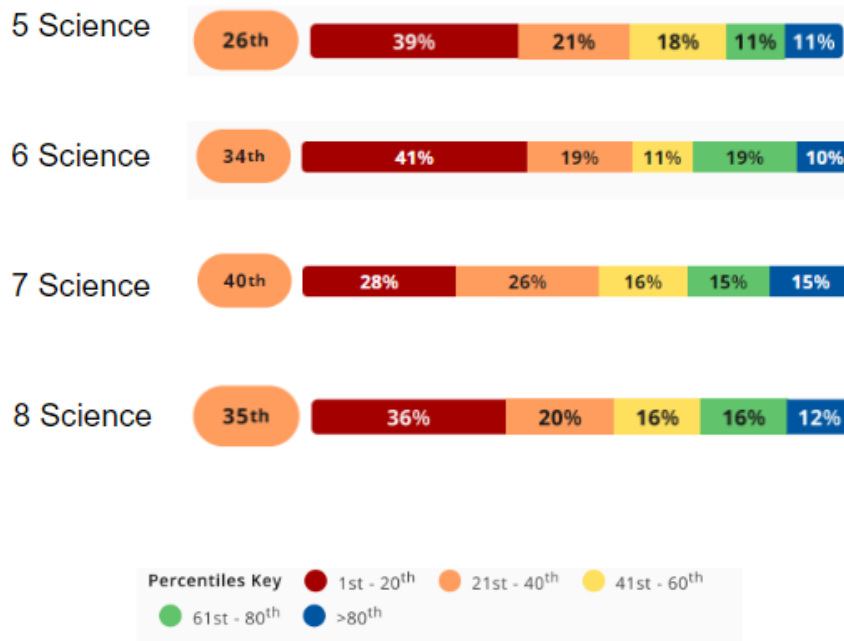
### Reading Growth Percentiles Per Grade



### Reading Growth and Achievement Quadrant I



### Science Growth Percentiles Per Grade



As the above chart shows, there were varied levels of growth across grades and subjects. In math, 7th grade had the highest overall growth, and the most students above the 75th percentile. 6th grade math saw similar high growth. Growth in the 75th percentile means that students grew about 1.5 years inside of one school year. 7th grade reading also showed the highest growth, as we still work to close the large gaps in literacy caused by the pandemic with fluency and decoding interventions as

a tier 2 support. Finally, 7th grade had the highest growth percentile in science, and was notably the only grade that has implemented the new OpenSciEd science curriculum for two full years.

### **Course Readiness Assessment**

As part of our early college high school model, the high school team in collaboration with our college partners, designed and administered the Course Readiness Assessment (CRA) for the second year. In order to enroll in early-college classes in 9th and 10th grade, students must demonstrate their college readiness by meeting four key indicators under three domains: Knowledge & Skills, College-Ready Literacy & Numeracy, and College Ready Habits. Students receive a score (1-4) on each indicator and must receive a score of 11.2 or higher to enroll in early-college classes. Students in 9th grade were able to access early college classes beginning in the second semester, and 10th graders that met the CRA requirement could take a college course in semester 1. 51% of 9th grade students enrolled in at least 1 college course second semester. 78% of 10th graders took at least 1 college class during the school year. However, the gap between special education and general education student access still remains a focus for our work moving forward.

### **Program Delivery**

#### **ACADEMIC PROGRAM**

Our early college high school, Veritas Prep High School (VPHS), finished its second school year which educated 9th and 10th graders in 2023-2024. We continued to build on our college partnerships with Springfield Technical Community College and Worcester State University to build out course sequences that will meet the needs of our early college students that will not only prepare Scholars for life after graduation, but will put them a step ahead by allowing many to graduate high school having completed up to two years of college for free, potentially even earning an associate's degree. The academic program, generated from many of the middle school successes, is designed to mirror the experience of college and career, and provide support and guidance to students along the way. The high school curriculum this year was in the design phase for 10th grade, and revision stage for 9th grade as our school continues to grow.

Veritas Prep Middle School continued its path towards academic recovery, focusing on high expectations and how they live in our mission, vision, and values. Teachers and leaders used MCAS data to strategically plan interventions for students before they entered the new school year. There was also a big focus on components of high quality curriculum and teacher coaching in order to provide great instruction to students every day.

**Middle School Curriculum:** Most of the curriculum at the middle school remained the same, with minor adjustments for increased rigor, accelerated learning, and to allow for stronger co-teaching.

**ELA:** We made minor revisions to our ELA curriculum, 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, phonics and decoding, and embedded fluency. To ensure that these two acceleration strategies were of highest importance, we made a schedule shift to include a literacy intervention block called Literacy Lab. Both decoding and fluency interventions existed inside of this block four times per week which continued to help struggling readers. Also in response to data, writing was highly prioritized as an area for teacher development and curriculum. New writing strategies were embedded for students to strengthen their writing skills. Finally, we began searching for other HQIM for ELA that will be implemented next school year.

**History and Science:** Science continued to implement the Open Sci Ed curriculum in grades 6 and 7 in order to ensure that students were prepared for STEM in the future. Units are phenomenon-based, they prioritize understanding and making sense of the world. Teachers were provided professional development and coaching to support them to implement these new units fully. 5th and 8th grade science courses were survey courses developed

by teachers. We plan to fully implement Open Sci Ed in grades 5-8 next school year. In history, the curriculum was modified to include more non-fiction reading and writing instruction and practice.

**Math:** Math teams implemented the Fishtank Learning math curriculum for the third year in a row, utilizing pre-assessments, mid-unit assessments and end of unit assessments to track data and accelerate learning. Our STEM DCI alongside grade level content leads worked to carefully map out standards in response to student data, and added specific reteaches and off-grade level lessons to supplement learning. During math lab, students engaged in more targeted instruction individually and in small groups while practicing their math skills on Khan Academy.

**High School Curriculum:** The high school refined the course catalog for 9th grade and created the catalog for 10th grade over the summer while ensuring that offerings for grades 9-12 align with the early college model. Teachers worked with the Chief Academic Officer, Principal, and Dean of Curriculum and Instruction to write course descriptions, syllabi, unit plans, assessments and daily materials in all courses. All courses, with the exception of Algebra 1 and Geometry, offered the option for all students to take embedded honors and do additional coursework to increase their learning. We will look more to outside HQIM partners for the upcoming school year in core subjects. This year, the high school offered the following courses:

**Courses Offered:**

- Core: English 9&10, US History 9, World History 10, Algebra 1, Geometry, Algebra 2 Biology, Chemistry
- Elective: HS Spanish 1, Spanish 101 (WSU), HS Digital Technology, STCC Digital Computer Imaging, HS Nutrition and HS Health and Fitness 1 & 2, Art, Music
- Other: Personalized Learning Block, Seminar, Structured Study Hall

**Instruction:** We have continued to ensure high-quality instruction using our teacher coaching program, co-planning meetings, and PD structures that we have used in previous years, now spanning across both schools.

**Teacher coaching:** Teachers engage in one-to-one coaching or small group coaching with a school leader. School leaders identified coaching points for each educator, and all teachers engaged in either weekly or bi-weekly coaching meetings and classroom observations to strengthen their practice.

**Co-Planning Meetings:** A core part of our model has been collaboration time. Grade teams meet weekly to discuss school-wide procedures, and look at attendance, homework, and behavior data. Content Teams met twice weekly to focus on student academic data and content delivery.

**Weekly PD on the early release day:** Throughout the year, leaders at each school 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 culture system practice, data analysis, relationship building, and anti-racism.

**Three-week August PD:** August PD in 2022 was focused on the needs of each individual school. The middle school focused on routines and procedures and launched the new co-teaching staffing model. The high school focused on onboarding an all-new team and orienting them to the early college mission and vision.

**Assessment:** We maintained a similar assessment strategy to the previous year, implementing many of the same assessments in our high school. Our assessment strategy included a mix of diagnostic, summative, and formative assessments.

**Diagnostic:** DIBELS (5-8), Math pre-assessments

**Formative:** Daily exit tickets, unit tests, MAP testing (5-8)

**Summative:** Unit assessments in core subjects, ANet interim assessments (5-8), Course Readiness Assessment (9-12)

**Supports for All Learners:** All core classes were staffed using the co-teaching model in grades 5-10. Teachers were paired with either a special educator or associate teacher to provide an additional layer of support to all students. This means that all

grades, 5-10, had access to two Associate Teachers and two special education grades each. Both schools implemented specific intervention blocks to continue to accelerate learning and fill learning gaps. The middle school provided two distinct intervention times: math lab and literacy lab, which met four times per week each. During the literacy lab, students focused on the HD word intervention, independent reading, and received small group or individual tutoring in reading and writing given by either the gen ed or special education teacher. Math lab followed the same structure, relying on Khan Academy and individual and group tutoring in math. The high school provided the Personalized Learning Block, which met three times per week, and incorporated support for all subjects, grouped students based on their highest-level needs, and paired them with general education or special education staff.

**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 continued to focus on accelerated learning in reading and math, with a focus of summer and PD on these practices. made it an early priority this school year to accelerate learning, and most PD and coaching focused around these practices. School leaders were trained the year before and continued to implement and improve on these strategies.

**Middle School Reading:** A Lit Lab block was continued to be part of the school day that incorporated fluency, independent reading, and decoding intervention for specific students (HD Word).

**Middle School 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. School leaders ran data meetings to support teams to identify skills that needed to be retaught, and tracked progress towards those reteaches.

**High School Personalized Learning Block:** The personalized learning block was a time for targeted intervention for students who had learning gaps to fill. Reading intervention took place in small groups, of less than 12 students, and focused on pre-teaching and pre-reading content in ELA embedding fluency instruction. For math, students were placed in small groups to be retaught content that they did not master in class, or that was pre-requisite for upcoming learning goals. Students were grouped and regrouped throughout the year based on standard grades and attended intervention with the assigned core teacher twice per week. Some students received both ELA and math support, while others may participate in independent learning during that time such as independent reading, or study hall.

## **ORGANIZATIONAL VIABILITY**

Veritas Prep is governed by an exceptional Board of Trustees consisting of 12 dedicated members bringing diverse backgrounds and experiences to the role. The school is led by our Founder and CEO, Rachel Romano, with support from a Chief Academic Officer and a Chief Operating Officer. Principals lead the daily operation at each campus with support from their leadership teams. Several school-wide positions provide centralized support to each school, including; Director of Business and Finance, Director of Talent, Director of Special Projects, Data Analyst, Technology Managers.

An organizational staffing plan is reviewed and revised each year to ensure human resources are aligned with Veritas Prep's mission and priorities. We have several staff members at each campus dedicated to maintaining a positive and supportive school culture alongside the school counseling team who support our students and their social-emotional needs. We employ 5 counselors at the middle school and 2 (growing to 3) at the high school to ensure students continue to be supported with their social and emotional needs. Special student populations are supported well at each grade level with a special educator and associate teachers and three ESL teachers.. We continuously build instructional leadership capacity and strengthen our support for teachers with Deans of Curriculum and Instruction (DCI) and Instructional Coaches who support teachers and staff to realize our mission through weekly PD and coaching as described in sections above.



Our wall-to-wall Early College program requires additional coordination and support for students which we provide with a Dean of Early College to lead the program and partnerships with IHE's, Early College Liaisons to support students with their courses and academic pursuits and success coaches to monitor their progress and intervene when needed.

Teacher recruitment and retention remains a significant challenge, especially in critical needs areas such as math, science and special education. Despite this challenge, we continue to persist with our diversity goals and have continued to increase the percentage of teachers of color on our team. We dedicate time to learning together about race and racism, perform audits, surveys and have structured meetings with all teachers to ensure we receive feedback which will move us forward in our anti-racism work.

We engage various stakeholder groups throughout the year to inform and improve our policies and practices. Examples from the 2023-2024 school year include:

**Students** - We have engaged students to provide feedback about all aspects of school programming and formed a Student Leadership Council to inform policies and practices in our high school.

**Teachers and staff** - we solicit feedback and input from our teachers, coaches and instructional leaders around strengths and weaknesses of coaching and management practices through regular surveys.

**School Improvement Team (SIT)** - a group of 10 representatives came together to assess our accomplishments and areas for improvement at the middle school in order to develop a set of priorities and focused actions for 2024-2025. These were rolled out to all staff in a State of the School address in June and training and support around these will begin in August professional development.

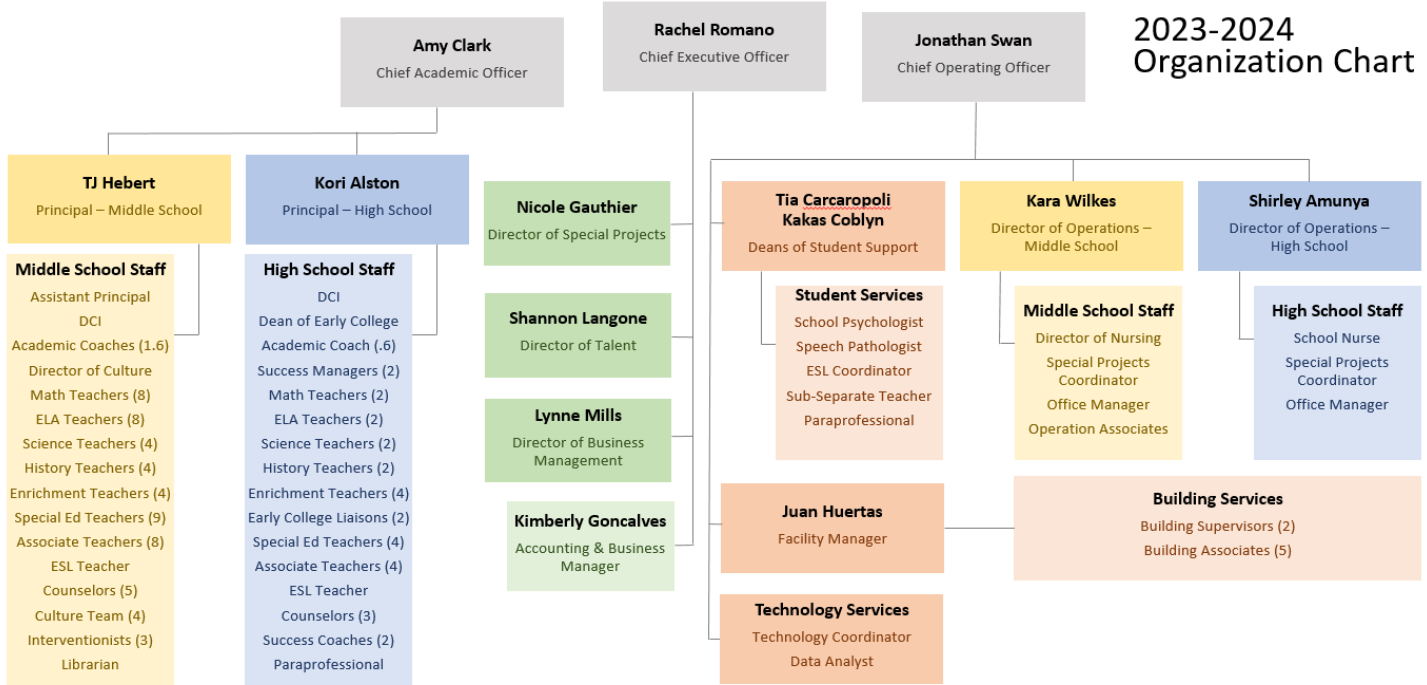
**Families** - utilizing feedback from parent/family surveys to inform the family engagement vision and strategy and aspects of the academic program. Presenting our state of the school address to families and soliciting their input and feedback on goals for the year ahead.

**Early College Leadership Team** - holds biweekly partner meetings (STCC and WSU) to celebrate specific success and evaluate steps to expand these, problem solve course challenges, student issues, logistics, technology and more.

**College and Career Advisory Board** - this group of local employers and college admissions staff meets monthly and provides feedback related to the early college program including but not limited to career pathways, work-based learning experiences, career fairs/panels, etc.

# VERITAS PREPARATORY CHARTER SCHOOL

2023-2024  
Organization Chart



## Finance

### Veritas Preparatory Charter School Statement of Net Position as of June 30, 2024 (unaudited)

	<u>School</u>
<b>ASSETS</b>	
Current Assets	
Cash and Cash Equivalents	1,649,454
Designated and Restricted Cash	3,533
Due from (to) Related Parties	(67,050)
Accounts Receivable	103,873
Prepaid Expenses	135,005
Total Current Assets	<u>1,824,815</u>
Fixed Assets	
Land	
Building (370 Pine Street)	
Building/Leasehold Improvements	1,120,010
Furniture, Equipment & Technology	736,771
Less Accumulated Depreciation	(627,982)
Total Fixed Assets	<u>1,228,799</u>
Other Assets	
Capital Lease Receivable	
Right-to-Use Lease Asset MS	3,575,655
Accumulated Amortization MS	(1,281,313)
Right-to-Use Lease Asset HS	7,925,361
Accumulated Amortization HS	(1,651,117)
Total Other Assets	<u>8,568,586</u>
Long Term Investments	604,154
Construction in Progress	0
<b>TOTAL ASSETS</b>	<u><u>12,226,353</u></u>
<b>LIABILITIES</b>	
Accounts Payable	
Accounts Payable	513,587
Total Accounts Payable	<u>513,587</u>
Other Current Liabilities	
Accrued Expenses/Accrued Payroll	732,400
Tuition Contra-Account	0
Current Deferred Revenue	110,465
Current Debt Payable - Line of Credit	0
Deferred Cash Inflow	0
Lease Liability MS	2,496,291
Lease Liability HS	6,873,201
Total Other Current Liabilities	<u>10,212,357</u>
<b>TOTAL LIABILITIES</b>	<u><u>10,725,944</u></u>
<b>NET POSITION</b>	
Temporarily Designated or Restricted Funds	3,533
Unrestricted	1,496,876
<b>TOTAL NET POSITION</b>	<u><u>1,500,409</u></u>
<b>TOTAL LIABILITIES &amp; NET POSITION</b>	<u><u>12,226,353</u></u>

## Veritas Prep Charter School

### FY24 Statement of Revenues, Expenses, and Change in Net Position

as of 6/30/2024 (unaudited)

<b>Revenues</b>		5200 · Instructional Costs (continued)	
Tuition	11,321,487	Classroom Instructional Technology	346,274
Government Grants & Funding	3,402,189	Instructional Software	162,390
Private Support Funding	414,753	<b>Total 5200 · Instructional Costs</b>	<b>1,768,254</b>
Student Programs & Misc Fees	51,299	5300 · Other Student Services	
Rental Income	-	Health Services	4,911
Interest / Investment Income	1,862	Student Transportation (not district)	136,364
<b>Total Revenues</b>	<b>15,191,570</b>	Food Services	28,516
		Athletic Services (extra-curricular)	39,302
		Uniforms, Community Events & Other Student	63,684
		<b>Total 5300 · Other Student Services</b>	<b>272,777</b>
<b>Expenses</b>		5400 · Operation & Maint of Plant	
5000 · Personnel Costs		Utilities	168,002
Personnel Salaries	8,786,714	Facility Cleaning	4,231
Fringe Benefits & Workers Comp	854,599	Facility Maintenance & Repairs	258,752
MTRS Surcharge Expense	100,142	Facility & Janitorial Supplies	66,699
Payroll Taxes	149,711	Maintenance of Equipment	8,314
<b>Total 5000 · Personnel Costs</b>	<b>9,891,166</b>	Networking & Communications	43,262
		Facility Lease	297,266
5100 · Administrative Costs		HS Facility Lease and all other	1,324,752
Contract Services - Board of Trustees	12,495	Other costs related to Facility	100,938
Travel & Other Exp -Board of Trustees	69	<b>Total 5400 · Operation &amp; Maint of Plant</b>	<b>2,272,216</b>
School Leader Contracted Services	-	5500 · Other Fixed Charges	
Business & Finance Services	39,283	Insurance (non-employee)	63,020
Human Resources Services	74,565	Rental / Lease of Equipment (copiers)	54,699
Legal Services	38,587	Short-Term Interest	13,497
IT Services	111,561	Depreciation Expense	-
Development & Fundraising Services	7,050	<b>Total 5500 · Other Fixed Charges</b>	<b>131,216</b>
Fundraising Supplies & Materials	1,709	5600 · Community Services	
Staff Recruitment & Retention	41,457	Dissemination Activities	-
Student Recruitment & Advertising	62,513	Civic Activities	113
ED Discretionary Fund & MCPSA Fee	46,025	<b>Total 5600 · Community Services</b>	<b>113</b>
Administrative Supplies & Materials	6,213	9999 · Contingency / Reserves	-
<b>Total 5100 · Administrative Costs</b>	<b>441,527</b>		
5200 · Instructional Costs		<b>Total Expenses</b>	<b>14,777,269</b>
Instructional Leader Services	80,372	<b>Operating Change in Net Position</b>	<b>414,301</b>
Instructional Leader Supplies & Materials	212		
Instructional Leader Travel & Other Exp	-	Depreciation (moved below the line in FY19)	166,037
Special Education Services	80,299	<b>Total below the line pass through or non-cash Expenses</b>	<b>166,037</b>
Professional Development (PD)	259,230		
PD Supplies & Materials	13,171	<b>Change in Net Position</b>	<b>248,264</b>
PD Travel, MTEL & Other Exp	28,347		
Guidance & Testing Services	175,564		
Guidance & Testing Supplies & Materials	14,272		
Textbooks (Media/Materials)	74,838		
Instructional Materials with >1yr life	79,239		
Instructional Furniture & Equipment	254,769		
General Instructional Supplies <1yr life	86,592		
Field Trips & Misc Instructional Costs	112,685		

#### Additional Information

VPCS Annual Report 2023-24

FY25 Operating Budget - Approved by the Board of Trustees on 5/23/2024

**Veritas Prep Charter School**  
**FY25 Budget - board approved**

<b>Assumptions</b>	
Tuition Rate	20,293
Enrollment	695
Staff	144.6

<b>Revenues</b>	
Tuition	14,103,413
Government Grants & Funding	1,323,000
Private Support Funding	500,000
Student Programs & Misc Fees	-
Rental Income	-
Interest / Investment Income	1,000
<b>Total Revenues</b>	<b>15,927,413</b>

<b>Expenses</b>	
<b>5000 - Personnel Costs</b>	
Personnel Salaries - Schoolwide and MS	10,032,126
Fringe Benefits & Workers Comp	1,112,255
MTRS Surcharge Expense	59,535
Payroll Taxes	176,787
<b>Total 5000 - Personnel Costs</b>	<b>11,380,703</b>
<b>5100 - Administrative Costs</b>	
Contract Services - Board of Trustees	20,000
Travel & Other Exp -Board of Trustees	-
School Leader Contracted Services	-
Business & Finance Services	50,000
Human Resources Services	86,760
Legal Services	50,000
IT Services	100,000
Development & Fundraising Services	15,000
Fundraising Supplies & Materials	5,000
Staff Recruitment & Retention	50,000
Student Recruitment & Advertising	50,000
ED Discretionary Fund & MCPSA Fee	50,000
Administrative Supplies & Materials	20,000
<b>Total 5100 - Administrative Costs</b>	<b>496,760</b>

<b>5200 - Instructional Costs</b>	
Instructional Leader Services	50,000
Instructional Leader Supplies & Materials	-
Instructional Leader Travel & Other Exp	-
Special Education Services	50,000
Professional Development (PD)	172,600
PD Supplies & Materials	2,000
PD Travel, MTEL & Other Exp	10,000
Guidance & Testing Services	52,125
Guidance & Testing Supplies & Materials	1,000

<b>5200 - Instructional Costs (continued)</b>	
Textbooks (Media/Materials)	24,750
Instructional Materials with >1yr life	72,000
Instructional Furniture & Equipment	90,000
General Instructional Supplies <1yr life	105,500
Field Trips & Misc Instructional Costs	35,000
College Costs	151,500
Classroom Instructional Technology	125,000
Instructional Software	130,000
<b>Total 5200 - Instructional Costs</b>	<b>1,071,475</b>

<b>5300 - Other Student Services</b>	
Health Services	10,000
Student Transportation (not district)	25,000
Food Services	10,000
Athletic Services (extra-curricular)	95,000
Uniforms, Community Events & Other Student	70,000
<b>Total 5300 - Other Student Services</b>	<b>210,000</b>

<b>5400 - Operation &amp; Maint of Plant</b>	
Utilities	200,000
Facility Cleaning	50,000
Facility Maintenance & Repairs	150,000
Facility & Janitorial Supplies	84,000
Maintenance of Equipment	10,000
Networking & Communications	90,000
Facility Lease	300,000
HS Facility Lease and all other	1,392,956
Other costs related to Facility	50,000
<b>Total 5400 - Operation &amp; Maint of Plant</b>	<b>2,326,956</b>

<b>5500 - Other Fixed Charges</b>	
Insurance (non-employee)	50,000
Rental / Lease of Equipment (copiers)	65,000
Short-Term Interest	5,000
Depreciation Expense	-
<b>Total 5500 - Other Fixed Charges</b>	<b>120,000</b>

<b>5600 - Community Services</b>	
Dissemination Activities	5,000
Civic Activities	5,000
<b>Total 5600 - Community Services</b>	<b>10,000</b>

9999 - Contingency / Reserves	311,519
-------------------------------	---------

<b>Total Expenses</b>	<b>15,927,413</b>
-----------------------	-------------------

<b>Operating Change in Net Position</b>	<b>-</b>
---	----------

Depreciation (moved below the line in FY19)	180,000
---	---------

<b>Total below the line pass through or non-cash Expenses</b>	<b>180,000</b>
---	----------------

<b>Change in Net Position</b>	<b>(180,000)</b>
-------------------------------	------------------

FY24 Enrollment Table	Number
Number of students pre-enrolled via March 15, 2023 submission	604
Number of students upon which FY24 budget tuition line is based	600
Number of expected students for FY24 first day of school	604
<p><b>Please explain any variances:</b> We budgeted conservatively reserving 4 seats below the pre-enrollment submission to DESE</p>	

# Capital Plan

## Ventae Preparatory Charter School Capital Budget Schedule Current Planned Projects

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			
2024-2025	high	Entryway renovation	MS	June 2024	August 2024	75		0	75			X				Colliers (OPM)	Entryways are functional, but continue to require repairs annually due to the age and there are some safety concerns. Anticipate public grant.
2025-2026	medium	Technology Infrastructure - cabling	MS	June 2025	August 2025	80		40	40			X					Network upgrade for parts of the infrastructure that is past its life expectancy. Anticipate Erate grant. A phased project will be considered based on funding.
2025-2026	medium	Lower parking lot renovation	MS	June 2025	July 2025	30		30				X					Excavation, expansion, resurfacing. Possible need for retention wall and basin replacement.
2026-2027	medium	Window renovation	MS	March 2026	August 2026	450		50	400			X				Colliers (OPM)	Windows are unusable or unsafe to open and closed requiring maintenance to operate. Anticipate public grant.
<b>Total Cash and Grant Funding for future projects</b>						<b>635</b>	<b>404</b>	<b>216</b>	<b>823</b>	<b>0</b>							

## APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE

### Faithfulness to Charter

Measure	2023-2024 Performance (Met/Not Met)	Evidence
<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	Overall, in grades 5-10, 83% of students earned a C- or higher in reading, and 76% of students earned a C- or higher in mathematics. The breakdown by grade is as follows: <ul style="list-style-type: none"> <li>● 5th: Reading 86%, Math 83%</li> <li>● 6th: Reading 95%, Math 63%</li> <li>● 7th: Reading 88%, Math 69%</li> <li>● 8th: Reading 67%, Math 67%</li> <li>● 9th: Reading 88%, Math 87%</li> <li>● 10th: Reading 76%, Math 84%</li> </ul>
<b>Measure:</b> By 2025, 25% or fewer students will need a decoding or fluency intervention when entering 9th grade.	Met	In the 23-24 school year, 19% (20/104) students required a decoding or fluency intervention by the end of their 8th grade year.
<b>Measure:</b> By graduation, 85% of students will earn 12 or more college credits.	N/A - On Track	Though we only have students in grade 9 and 10 at this time, we are on track to meet this goal. <ul style="list-style-type: none"> <li>● 51% of 9th grade students enrolled and earned credit in early college classes in 23-24.</li> <li>● 75% of 10th graders enrolled in early college classes in 23-24.</li> <li>● 28% of 11th graders will have a full-time courseload of college classes in the 24-25 school year.</li> </ul>
<b>Objective:</b> Scholars develop the academic and behavioral habits they need to independently succeed in school and beyond. (KDE 2):		
<b>Measure:</b> Annually, on a student survey, 85% of high school students will agree or strongly agree with the following statements that align with the VPHS portrait of a graduate: <ul style="list-style-type: none"> <li>● I am learning to be organized with my time and materials.</li> </ul>	Not Met	On the most recently administered student survey, the following percentages of 9th and 10th graders responded agree or strongly agree. <ul style="list-style-type: none"> <li>● I am learning to be organized with my time and materials: 42%</li> <li>● I am learning how to plan for personal success: n/a</li> </ul>



<ul style="list-style-type: none"> <li>• I am learning how to plan for personal success</li> <li>• I ask and answer questions in my classes each day</li> <li>• I receive feedback from my teachers every day</li> <li>• Veritas is helping me develop the skills I need to take college-level classes.</li> </ul>		<ul style="list-style-type: none"> <li>• I ask and answer questions in my classes each day: 31%</li> <li>• I receive feedback from my teachers every day: 57%</li> <li>• Veritas is helping me develop the skills I need to take college-level classes: 72%</li> </ul> <p>Response rate: 60% (115/191 students)</p>
<p><b>Measure:</b> In grades 9 &amp; 10, the average for habits of success will be at least a 2.5 in each grade.</p>	Not Met	<p>Habits of Success averages were tracked in the Seminar course for both 9th and 10th grade. The averages were:</p> <p>9th Grade: 2.32 10th Grade: 2.30</p>
<p><b>Measure:</b> 70% or more of scholars on average earn incentives each week.</p>	Not Met	<p>The schoolwide average for students earning the weekly Rockstar Monday incentive was 41% for the school year. For the second year in a row, there was a strong variance in numbers of students earning the incentives, with some weeks as high as 60%, and others as low as 15%.</p>
<p>Objective: Leaders will provide targeted, data-driven professional development and individualized coaching to teachers. (KDE 3)</p>		
<p><b>Measure:</b> Each year, 100% of teachers in year 2 and beyond will score an average score of 2 or higher on Competency II: Teaching All Students</p>	Partially Meeting	<p>100% of teachers in year 2 and beyond (19/19) scored a 2 or higher.</p>
<p><b>Measure:</b> At least 85% of Veritas Prep instructional staff who complete our annual survey will respond that they agree or strongly agree that professional development at their school demonstrates a commitment to improving practice.</p> <p>At least 85% of Veritas Prep instructional staff who complete our annual survey will respond that they agree or strongly agree that they receive feedback from classroom observation that supports their professional growth.</p>	Not Met	<p>75% of middle and high school staff agreed or strongly agreed on the end of year staff survey.</p> <p>78% of middle and high school staff agreed or strongly agreed on the end of year staff survey.</p> <p>Response rate: 64% (51/80 staff members)</p>

**Dissemination**

Measure	2023-2024 Performance (Met/Not Met)	Evidence
<p><b>Measure:</b> VPCS staff will engage in at least two dissemination activities each school year.</p>	Met	<p>Veritas Prep General Slides            Veritas Prep Early College Slides            Career Pathway Course Sequence Slides</p>
<p><b>Measure:</b> VPCS will host at least 5 school tours which are open to the Springfield community.</p>	Met	<p>Monthly Tours            Promotion on website</p>

**APPENDIX B: CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN**

**Recruitment Plan 2024-2025**

<b>Recruitment Plan 2023-2024</b>
<b>School Name:</b> Veritas Preparatory Charter School

### 2023-2024 Implementation Summary:

**1: In a brief narrative, what were the successes and challenges of implementing the school’s recruitment strategies from the 2022-2023 Recruitment Plan?**

This past year, we implemented our recruitment plan with fidelity, connecting with community agencies to share flyers and resources, and ensuring we reached as many families as possible. Our outreach included advertising on PVRTA buses, in local malls, and running a campaign with MassLive that placed us in both the Republican newspaper and online MassLive media outlets. To further bolster our visibility, we introduced new in-house advertising methods, such as standing signs at the entryway of every school. Additionally, we partnered with the local library and all Springfield branches to disseminate information to families in the community.

The direct mailers have consistently proven to be our most effective strategy for reaching potential students. However, one challenge we faced was the turnover in staffing at many agencies, necessitating efforts to rebuild relationships. To specifically increase enrollment in 5th grade, we hosted a welcome party for all accepted 5th graders and their families, encouraging them to bring a friend who had not yet applied. This event not only celebrated our new students but also helped generate more interest in our school, showcasing the vibrant and supportive community at Veritas Prep.

**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.)?**

**3: Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2023 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 2023-2024:

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 advertised in the local malls, on Springfield city buses 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 – 2023-2024 Strategies

#### Special education students/students with disabilities

<p><b>(a) CHART data</b>  <b>School percentage:</b>  22.4%  <b>CI percentage:</b> 21.9%  The school is <u>above</u>  GNT percentages and  <u>above</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2023-2024 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 style="text-align: center;"><b>(c) 2024-2025 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 style="text-align: center;"><i>None needed</i></p>

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

**(a) CHART data**

**School percentage:**  
7.8%

**CI percentage:** 9.6%

The school is  
above/below GNT  
percentages and below  
CI percentages

**(b) Continued 2023-2024 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 and Somali translation is available upon request.
- Flyers and posters shared with Puerto Rican Cultural Council for distribution.
- 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) 2024-2025 Additional Strategy(ies), if needed**

Did not meet GNT/CI: additional and/or enhanced strategies needed.

We are currently and will continue to implement strategies above and below in the year ahead:

- 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.
- Mailers targeted in Spanish and Somali

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

**(a) CHART data**

**School percentage:**  
88.3%

**CI percentage:** 78%

The school is above  
GNT percentages and  
Above CI percentages

**(b) Continued 2023-2024 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) 2024-2025 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.

*none needed*

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2023-2024 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 style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed - None needed</b></p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2023-2024 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 style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed- none needed</b></p>

<p><u>Students who have dropped out of school</u></p> <p><u>*only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2023-24 Strategies</b></p> <p>We have just begun serving high school students and developing these strategies as 2023-2024 will be the first year this is applicable.</p> <p style="text-align: center;"><b>2024-25 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</b> <sup>[1]</sup></p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2023-24 Strategies</b></p> <p><b>2024-25 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>Provide additional and/or enhanced strategies needed.</li> </ul>
--	---

[1] Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

**Retention Plan 2024-2025**

**Retention Plan  
2024-2025**

**Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2023-2024 Retention Plan.**

**2023-2024 Implementation Summary:**

We successfully implemented the strategies outlined in our 2023-2024 Retention Plan and met our goal of 90% retention with 90.7% of our students remaining enrolled. With an overall attrition of 9.3%, VPCS was above the statewide average by X%. Compared to last year’s high school attrition rate of 20%, we retained 86% of our incoming 9th grade class into the second year of our high school program. This was a much higher retention rate than what other growing middle to high schools have experienced in Springfield. We were able to retain such a high percentage of our students for several reasons, including: (1) we continue to run a high-quality academic program (2) we maintain 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 social/emotional 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 - 2024-2025 Strategies**

**Special education students/students with disabilities**

<b>(a) CHART data</b>	<b>(b) Continued 2023-2024 Strategies</b>
<p><b>School percentage:</b> 6.8%</p> <p><b>Third Quartile:</b> 17.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>Below third quartile: no enhanced/additional strategies needed</p> <p>Special Education staff are available to families for individual consultation and to offer help with resources to serve individual student needs.</p> <p>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.</p> <p>We staff 5 school counselors, one per grade, to serve the vast array of social/emotional and learning disability needs of our student population.</p> <p>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, Caring Health, YWCA and Golden Years).</li> <li>● Special education staff will communicate with families to set goals, provide check-ins, and report results of interventions with families.</li> <li>● Recruitment materials explicitly state that we serve the needs of special education students at Veritas Prep.</li> </ul>

**(c) 2024-2025 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**

Limited English-proficient students

**(a) CHART data**

**School percentage:**  
11.8%

**Third Quartile:** 18.2%

The school's attrition rate is below third quartile percentages.

**(b) Continued 2023-2024 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) 2024-2025 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***

**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> 9.8%  <b>Third Quartile:</b> 17.5%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p align="center"><b>(b) Continued 2023-2024 Strategies</b></p> <p>Below third quartile: no enhanced/additional strategies needed</p> <p>Continue outreach strategies to community and partner agencies to ensure a full range of support for families.</p> <p>Established, through our McKinney Vento Coordinator, a 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, taxi and uber transportation to families as needed.</p> <p>Provide uniforms and other assistance to families as needed.</p> <p>Provide school supplies such as pens, pencils, notebooks, etc., as needed.</p>
	<p align="center"><b>(c) 2024-2025 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 2023-2024 Strategies</b></p> <p>Provide daily opportunities for tutoring as part of the schedule.</p> <p>Provide additional enrichment and learning opportunities through online sources like Khan Academy and offer laptops to all scholars.</p> <p>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>2024-2025 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 2023-2024 Strategies</b></p> <p>Continue to implement our system for tiered behavioral and academic interventions for struggling scholars.</p> <p>We added several strategies to increase attendance and reduce rates of chronic absenteeism including; attendance meetings, attendance contracts, home visits and frequent family communication.</p> <p align="center"><b>2024-2025 Additional Strategy(ies), if needed</b></p> <p align="center"><i>None needed</i></p>

<u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u>	N/A <p style="text-align: center;"><b>2023-2024 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>Provide additional and/or enhanced strategies needed.</li> </ul>
<p style="text-align: center;"><b>OPTIONAL<sup>[1]</sup></b></p> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	N/A <p style="text-align: center;"><b>(g) Continued 2023-2024 Strategies</b></p> <p style="text-align: center;"><b>2024-2025 Additional Strategy(ies), if needed</b></p>

## APPENDIX C: SCHOOL AND STUDENT DATA TABLES

### Administrative Roster and Staff Attrition Data

ADMINISTRATIVE ROSTER FOR THE 2023-2024 SCHOOL YEAR			
NAME, TITLE	BRIEF JOB DESCRIPTION	START DATE	END DATE
Rachel Romano, Chief Executive Officer	Head of School, Board Liaison, Development	7/1/2011	n/a
Jonathan Swan, Chief Operating Officer	Special Education Leadership and Coaching, Professional Development	7/1/2018	n/a
Amy Clark, Chief Academic Officer	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	5/10/2024

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 Early College	Early College Program Partnership and Development	7/15/2020	6/30/2024
Nicole Gauthier, Director of Special Projects	Board Management, Grants Support, Marketing, Student Recruitment, 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
Marc Oldenburg, Director of Special Education and ELL	Special Education and ELL Program Leadership, Coaching, and Support	5/1/2023	11/17/2023

<b>TEACHER AND STAFF ATTRITION FOR THE 2023-24 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2022-23 school year</b>	<b>Departures during the 2023-24 school year</b>	<b>Departure at the end of the 2023-24 school year</b>	<b>Reason(s) for departure</b>
Teachers	57	17	4	<b>During school year:</b> 12 resigned 4 were non-renewed 1 was terminated  <b>End of the school year</b> 4 were non-renewed

Other Staff	64	9	2	<b>During school year:</b> 9 resigned  <b>End of the school year:</b> 1 was non-renewed 1 was terminated
-------------	----	---	---	---

Although we lost several teachers this year, we also terminated and non-renewed several low-performing teachers. We know that high-quality teachers have the greatest impact on student achievement and that they positively impact college going rates and future economic and earning potential for students, especially those from disadvantaged backgrounds. We were able to keep 75% of the high-performing teachers we hoped to retain. The shortage of teachers and the number of teachers leaving the profession has made it harder to make high-quality hires; however, we remain committed to hiring and retaining the best teachers and will not compromise quality for quantity.

**Information About the Board of Trustees**

BOARD AND COMMITTEE INFORMATION	
Number of Commissioner approved board members as of August 1, 2024	13
Minimum number of board members in approved bylaws	7
Maximum number of board members in approved bylaws	15

BOARD MEMBERS FOR THE 2023-2024 SCHOOL YEAR				
Name	Position on the Board	Committee Affiliation(s)	Number of Terms Served	Length of Each Term
Xiomara DeLobato	Member	Governance	1	10/6/20-6/30/23 7/1/23-6/30/26
Lisa Doherty	Member	Academic	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 7/1/24-6/30/27
Ann Errichetti	Chair	Academic	2	7/1/19-6/30/22 7/1/22-6/30/25
Denise Ford	Treasurer	Finance	2	8/7/17-6/30/20 7/1/20-6/30/23 7/1/23-6/30/26

Michael Freeman	Member	College and Career Advisory Board	1	11/10/22-6/30/25
David Fuller	Member	Governance & Finance	3	7/1/15-6/30/18 7/1/18-6/30/21 7/1/21-6/30/24 7/1/24-6/30/27
Andrea Hickson-Martin	Member	Academic	1	6/17/24-6/30/27
Matthew Landon	Secretary	Finance	3	9/27/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/25
Robert Martin	Vice Chair	Finance	2	7/1/19-6/30/22 7/1/22-6/30/25
AnnMarie Martínez	Member	Finance	1	4/3/24-6/30/26
Aaron Mendelson	Member	Governance	5	2/21/11-6/30/13 7/1/13-6/30/16 7/1/16-6/30/19 7/1/19-6/30/22 7/1/22-6/30/25
Rebecca Sela	Member	Academic	3	8/11/16-7/31/18 7/1/19-6/30/22 7/1/22-6/30/25
Terry Maxey	Member	Finance	1	10/6/20-6/30/23 7/1/23-6/30/26

<b>BOARD OF TRUSTEES MEETING SCHEDULE FOR THE 2024-25 SCHOOL YEAR</b>	
<a href="#">Click here for Board and Committee Meeting Information &amp; Agendas</a>	
<b>Date/Time</b>	<b>Location</b>
July 25, 2024, 4:30-6:00 p.m.	VPCS and Zoom
August 22, 2024, 4:30-6:00 p.m.	VPCS and Zoom



September 26, 2024, 4:30-6:00 p.m.	VPCS and Zoom
October 24, 2024, 4:30-6:00 p.m.	VPCS and Zoom
November/December Combined Meeting: December 19, 2024, 4:30-6:00 p.m.	VPCS and Zoom
January 23, 2025, 4:30-6:00 p.m.	VPCS and Zoom
February 27, 2025, 4:30-6:00 p.m.	VPCS and Zoom
March 27, 2025, 4:30-6:00 p.m.	VPCS and Zoom
April 24, 2025, 4:30-6:00 p.m.	VPCS and Zoom
May 22, 2025, 4:30-6:00 p.m.	VPCS and Zoom
June 26, 2025 4:30-6:00 p.m.	VPCS or Zoom

<b>COMMITTEE MEETING SCHEDULE FOR THE 2024-2025 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date</b>	<b>Time &amp; Location</b>
Governance Committee	<b>2024:</b> 7/12, 8/9, 9/13, 10/11, 11/8, 12/13; <b>2025:</b> 1/10, 2/14, 3/14, 4/11, 5/9, 6/13	10:00-11:00 a.m.. VPCS or Zoom
Academic Achievement Committee	<b>2024:</b> 7/11, 8/8, 9/12, 10/10, 11/14, 12/12; <b>2025:</b> 1/9, 2/13, 3/13, 4/10, 5/8, 6/12	8:30-9:30 a.m.. VPCS or Zoom
Finance Committee	<b>2024:</b> 7/18, 8/15, 9/19, 10/17, 11/21, 12/19*; <b>2025:</b> 1/16, 2/20, 3/20, 4/17, 5/15, 6/19	4:00-5:00 p.m.. VPCS or Zoom *3:30-4:30 p.m.
Investment Subcommittee (Quarterly)	<b>2024:</b> 7/23, 10/22 <b>2025:</b> 1/21, 4/22	4:00-5:00 p.m.. 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	Ann Errichetti	errichetti9@yahoo.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 01104	June 2022-present

### **Enrollment**

Action	2023-2024 School Year Date
Student Application Deadline	2/29/2024
Lottery	3/7/2024

**APPENDIX E: CONDITIONS, COMPLAINTS & ATTACHMENTS**

The Board received no official complaints during the 2023-2024 school year.

---