



MAP ACADEMY

2023-2024 Annual Report

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Introduction to the School

Map Academy Charter School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Plymouth
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Plymouth, Wareham Carver, Bourne, Marshfield, Middleboro, Pembroke, and Silver Lake.
Year Opened	2018	Year(s) the Charter was Renewed (if applicable)	2023
Maximum Enrollment	300	Enrollment for 2023-24	277 ¹
Chartered Grade Span	Completed 8th grade through age 24	Grade Span for 2023-24	9-12
Number of Instructional Days per School Year (as stated in the charter)	180 days	Students on Waitlist for 2024-25	0 ²
Number of Instructional Days during the 2023-2024 School Year	180 days		
School Hours	8:30 am - 3:00 pm Optional evening session Monday through Thursday 4:00 - 7:00 pm	Age of School as of 2023-2024 School Year	6 Years
Mission Statement Map Academy helps youth find their way with individualized roadmaps designed to promote success in students for whom traditional school has not worked. Student-centered academics, a highly supportive culture, and career development opportunities equip students with the knowledge, mindsets, and skills to meet the high standards necessary for postsecondary education and meaningful employment.			

¹ Will be 300 as of the beginning of 2024-2025 school year on August 27, 2024.

² Offered seats to all students who applied before February 2024 Primary Lottery deadline. Held secondary lottery on July 8, 2024 including all students who applied on or before June 30, 2024. Currently fully enrolled for Fall 2024 with a waitlist of 31 students.

Faithfulness to Charter

Mission and Key Design Elements

As a mission-driven school, Map Academy has created a unique and multi-faceted approach to facilitating academic and personal success in disconnected youth and young adults which is grounded in three key design elements:

A student-centered educational model that meets off-track students' academic, social-emotional, and life needs. Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At Map Academy, students work in interdisciplinary learning studios with teachers providing instruction, but students move through the core academic curriculum at their own pace in competency-based courses. This means progress at Map Academy is measured by how many competencies or abilities students have demonstrated rather than by typical tests or grades. In this model, students in the same studio engage with the material in different ways and at different paces, with teachers acting as active facilitators, coaches, and advisors, designing strategies and interventions suited to each student's individual needs. At Map Academy, each studio consists of 50-100 students and a team of staff members including at least one certified Math, ELA, History, Science, and Special Education teacher. Each studio also has significant, intentionally designed, flexible space in a specific area of the building.

Currently, Map Academy has three interdisciplinary learning studios:

- North Studio - primarily consisting of students who are over 18 years of age and those who are approaching graduation. Approximately 45% of the student population. North Studio occupies approximately 9,000 square feet of space on the upper level of the building.
- East Studio and West Studios - primarily consisting of more traditionally high school aged students making up approximately 55% of the student population. East and West Studios each have approximately 5,500 square feet of space on the lower level of the building.

Map Academy leverages technology as the foundation of this blended, asynchronous, competency-based and student-centered academic model. A digital learning platform called the Tracker is central to the success of our blended instruction; it organizes information about students, their performance on coursework, and their overall progress toward graduation.

Staff work with students to craft and regularly update success plans which track all aspects of each student's roadmap toward graduation and postsecondary plans. Each student's success plan reflects specific academic, personal/social and workplace readiness goals. Success plans are living Google documents updated regularly, capturing work completion, assessment data, student self-assessment, and staff input. Consistent with the student-centered nature of Map Academy's program, each success plan addresses academic and social needs, and short and long term goals.

This student-centered academic model allows students to make progress at their own pace, and extended evening and summer hours maximize the opportunities for all students to meet their goals.

A highly supportive culture built on collaboration and respect. Map Academy is founded on an unwavering belief that every student has unique strengths and the ability to succeed. For some, life challenges have gotten in the way. Map students are survivors. They are resilient and strong. The students and families we serve did not want to give up on high school, and they don't have to. Here, they get the critical support they need to overcome barriers and re-engage with their education and a plan for

their future. Map Academy is the alternative they need to write the next chapter of their story – one that is not defined by challenges, but instead by what it took to succeed in spite of them.

Positive Youth Development is the cornerstone of this high support culture and is the foundation of Map Academy’s overall design. We provide students with caring, trusting and supportive relationships, set high expectations, and allow opportunities for students to contribute in engaging and relevant work. This includes relentless social-emotional support to enable students to meet the high academic expectations necessary for post-secondary success. We place a priority on sustaining a culture in which every adult’s primary responsibility is to support student success, leading to mutual respect. Map Academy embeds wraparound services and leverages partnerships with community-based organizations. Because many Map Academy students arrive at our door with a history of trauma, our practice is to be sensitive to this reality, creating a culture and physical space where every student can thrive.

We ensure that each student at Map Academy is well known by at least one adult within the school, their anchor adult. Anchor develops a key adult relationship, supporting students socially, emotionally, and academically. The Anchor structure allows for relationship building, academic progress monitoring, and character building. Anchor provides each student a one to one relationship with an adult adviser, as well as a consistent and ongoing small scale peer community. Anchors monitor and support student progress, and act as each student's primary contact point while at school. Anchor is a space and an opportunity for students to build relationships with peers, collaborate, and feel a sense of belonging with staff and students. With the support of their Anchor, students set daily goals, reflect on their progress and review/update their student success plan as needed.

At Map Academy, students and staff are on a first name basis, creating an equal playing field instead of the hierarchical Mr./Mrs./Ms. traditionally utilized in school settings. Students' past school experiences have often fractured their trust in the educational system. Therefore, Map Academy prioritizes relationship building even if that means putting academics aside until trust is built.

For most Map students, the typical supports mainstream schools can provide are simply not enough. Thus, in addition to this robust culture of support, Map Academy collaborates with an ever-expanding web of community partners to connect students with an array of wraparound resources and opportunities.

Opportunities to (re)engage and prepare off-track youth for college and career. From intake meetings to graduation and beyond, Map Academy remains intentionally and strategically focused on helping students to set and reach goals which will lead to meaningful post-secondary options. Map Academy employs two full time Wayfinding Specialists who support students in exploring, creating and implementing meaningful and actionable post-secondary plans. Map Academy provides career development education and post secondary planning by these future-oriented skills into each student’s success plan and graduation requirements. Students explore career and postsecondary options to increase their motivation and prepare them to make informed decisions about their futures. Map Academy students receive practical career development education and opportunities within the community, tailored to their areas of interest, which have recently included healthcare, manufacturing, engineering & technology, social assistance, and construction trades. Through this focus on personalized career development opportunities, students hone their career readiness skills and expand their horizons as they determine the postsecondary path that’s right for them.

Each student graduating from Map Academy does so with an individualized postsecondary plan monitored and tracked weekly by instructional staff, student support staff, and school leadership during a weekly potential graduate rundown meeting. The purpose of this meeting is to ensure that each potential graduate's status is reviewed and that they remain on pace with not only their academic graduation requirements, but also their plans for whatever comes next in their journey after high school.

Map Academy Wayfinding Specialists have developed relationships with a range of post secondary institutions/programs to streamline the admission and financial aid processes for students. They ensure that all graduating students receive the customized support they need as they oversee student post secondary planning and external career development partners, develop and oversee dual enrollment opportunities, actively and continuously expand the school’s network of community based partners, and plan activities and events such as college visits, career fairs, job shadowing and guest speakers.

During the 2023-2024 school year, Map Academy concluded year two of a five year strategic scope of work to offer more robust and focused workforce readiness and career development pathways. Map Academy has contracted with Specialized Career Guidance to help facilitate and build out career development infrastructure and also hired a full time Post Secondary Pathways Specialist. Specialized Career Guidance takes a holistic approach to creating systems that bridge the gulf between leading industries seeking to hire motivated talent and the abundance of capable young people seeking pathways to successful careers. Map Academy recognized that the previous model of matching individual students with a post-secondary employment placement was not efficient or scalable. Working with SCG, Map Academy has designed and begun to implement a multi-pronged workforce development approach that includes career exploration programming, building relationships with technical certification partners and developing strong employer partnerships invested in a long-term collaboration with Map Academy.

The goal for this long term work is to create career pathways for Map Academy students which are rooted in MassHire and the South Shore Workforce Investment Board’s identified regional priority industries and occupations, thus connecting graduating students to careers with sustainable wages, benefits and opportunities for additional training or tuition reimbursement. Map Academy’s plan is to establish eight career pathways aligned to these regional priorities: Healthcare & Social Assistance; Manufacturing, Technology & Engineering; Business, Finance & Communication; Information & Technology; Construction; Hospitality & Food Services; Educational Services; and Arts & Audio-Visual Technology. In March 2023, Map Academy was designated by DESE as an Innovation Career Pathways school in two of the aforementioned sectors; Manufacturing, Technology & Engineering, and Healthcare and Social Assistance, which launched in Fall 2024. In addition, Map Academy also received Innovation Career Pathways designations in Business, Finance & Communication and Information & Technology during the 2023-2024 school year. These Innovation Pathways will commence during the 2024-2025 school year. In the fall of 2023, Map Academy introduced YouthWorks programming, incorporating Signal Success to assist students in career exploration. During its first year, 37 students completed Map Academy’s YouthWorks program. YouthWorks provides a foundation for all of Map Academy’s Career Pathways, enhancing students' workplace readiness skills while providing paid opportunities through YouthWorks grant funding.

Amendments to the Charter

Date	Amendment Request	Pending or Approved?
5/21/24	Map Academy revised its accountability plan for its second charter term.	Approved

Access and Equity: Student Demographic Information

Link to data: [Enrollment by Race/Ethnicity \(2023-2024\)](#)

Student Data by Race/Ethnicity (2023-24)	
Race/Ethnicity	Percentage of Student Body
African American	4.0
Asian	0.7
Hispanic	10.5
Native American	1.1
White	74.7
Native Hawaiian, Pacific Islander	0.4
Multi-Race, Non-Hispanic	8.7

Link to data: [Selected Populations \(2023-2024\)](#)

Selected Student Populations (2023-24)	
Title	Percentage of Student Body
First Language not English	0.4
English Language Learner	0.0
Low-income	65.7
Students with Disabilities	55.6
High Needs	83.4

Access and Equity: Discipline Data

[2022-23 Student Discipline Data Report](#)

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension
All Students	301	9	0.0	3.0
English Learner	1			
Low Income	205	9	0.0	4.4
Students w/disabilities	163	9	0.0	5.5
High needs	250	9	0.0	3.6
Female	122	0		
Male	167	9	0.0	5.4
Amer. Ind. or Alaska Nat.	5			
Asian	3			
Afr. Amer./Black	13	2		
Hispanic/Latino	41	1		
Multi-race, Non-Hisp./Lat.	17	1		
Nat. Haw. or Pacif. Isl.	1			
White	221	4		

Map Academy is intentionally designed to serve, and actively recruits, students who have been unable to thrive in other high school settings, many of whom have significant histories of traditional school-based discipline. Map Academy’s design, including policies and practices, is rooted in the Safe and Supportive Schools framework. Map Academy systematically offers a safe, positive, healthy and inclusive whole school learning environment. Rather than relying on traditional student behavior and discipline policies which often drive already vulnerable students further away, Map Academy utilizes trauma informed and restorative practices and collaborative problem solving. Instead of trying to force compliance through punishment, Map Academy’s goal is to create an environment in which students are held accountable and are then able to grow and learn from their mistakes. We manage conflict and negative behavior by repairing harm, restoring relationships and promoting student growth, as opposed to punishing students through pre-identified consequences. Map Academy trains all staff in Restorative and Trauma Sensitive practices and adopts these lenses in handling all student behavior management and discipline. Therefore, when behavioral issues arise that could detrimentally affect the well-being and safety of other students or staff, a collaborative problem solving process with the student, family, and other appropriate parties is utilized to discuss and implement next steps to hold students accountable in meaningful ways. These practices allow Map Academy to partner with families in a way that is strengths-based, culturally responsive, and collaborative, and that demonstrates inclusion for all kinds of languages, norms, family structures, and values.

The following norms and practices, are indicative of the underlying trauma-informed and restorative approach at Map Academy, all of which require a nuanced understanding of how to reflect and adapt in the moment with students:

- Staff members use restorative communication with students to foster healthy relationships and a sense of wellbeing and belonging in an effort to ensure no student feels excluded or left out.
- Staff members or students lead restorative circles as part of the daily morning check in and in small group lessons/discussions.

- Students have the autonomy to be the drivers of their own educational journeys and to make their own choices about where to sit, what to work on, whether or not to listen to music with headphones, or when to take an intellectual rest by having a snack or conversing with peers.
- Student support staff circulate as part of the wider school community, engaging in conversations that are natural and relevant to the moment as well as engaging in academic lessons and support.
- Staff members have individual conversations with a listen-first approach about students' own personal academic goals and then hold the student accountable to the personal goal they set, including both short term wins and longer term opportunities.
- Staff members avoid engaging in power struggles by meeting students "where they are at" on a particular day and at a particular time, recognizing the impact of their previous trauma and not engaging in an approach that could be perceived as punitive to try and engage the student in academic work.
- Staff members utilize a warm demander approach to hold students to high academic and behavioral expectations while maintaining supportive relationships.
- Staff members support students in making positive use of safe space at any time, allowing for students to seek support from school social workers, outreach workers or the school nurse as needed.

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts)	Result of dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Accountability Metrics	Boston Day and Evening and Map Academy	Leadership	District Collaboration	Collaborated with district leadership to discuss best practices with the new MA DESE accountability framework for Alternative Charter Schools and data collection systems development and utilization.
Data systems	Da Vinci Rise High School, Los Angeles CA	Leadership	District/National Collaboration	Collaborated with leadership to talk through Map Academy's data system development and utilization.
Accountability Metrics	University of New Orleans Educational	Leadership	National Collaboration	Collaborated on study focusing on

	Leadership Doctoral Program			conceptualizing the various work done in alternative schools across the country. Dissertation to be titled "Recentering the A(s)t(e)risked: School Leadership and Unsettling (Alternative) Accountability* for Alternative High Schools.
Asynchronous Learning	Bronx Arena High School	Leadership	District/School	Collaborated on the discovery phase of creating a new innovative learning management system specifically designed for off track youth.
Innovative Model/Accountability metrics	Nowell Academy, Providence	Leadership and Student Support	District	Collaborated with leadership to talk through Map Academy's data system development and utilization and discussion of best practices in our respective settings to best serve students at risk of dropping out.
Accountability Metrics	Phoenix Charter Academy and Map Academy	Leadership	District Collaboration	Collaborated with district leadership to discuss best practices with the new MA DESE accountability framework for Alternative Charter Schools and data collection systems development and utilization.
Innovative Model	MCPSA	Leadership and Support staff	MCPSA	Map Academy hosted the MCPSA and gave a presentation on the Map Academy model.
Innovative Model	MA DESE Alternative Accountability Team	Leadership	Variety of Massachusetts alternative charter schools	Continuously working as part of a small team of alternative charter leaders to provide feedback on updated accountability measures.
Wraparound Support	CoC Youth Committee	Leadership & support staff	Variety of local agencies and community	Continuous collaboration and presentations on how Map Academy fits into the web of community

			based organizations	support for the Greater Plymouth area.
Innovative Model	Education Disruption Knowledge Center	Leadership, support staff, and students	Open source	This online knowledge center collects and archives information, student and staff stories, podcasts, and other artifacts to be disseminated from Map Academy's experiences to date.
Career Pathways	Map Academy Career Pathways Advisory Board	Leadership & support staff	Variety of local industry and higher education partners	Ongoing meetings with representatives of Map Academy's Innovation Career Pathways partners to gather input to inform ongoing work focused on connecting Map Academy graduates to viable career pathways.
Career Pathways	MassGrad Dropout Prevention Coalition	Leadership	Variety of Massachusetts schools	Presented to other school leaders/groups on Map Academy's progress on career development programming.
Higher Education	Bridgewater State University	Leadership and Support Staff	Leadership of BSU and Map	Ongoing work to establish a dual Enrollment partnership that will allow for Map Academy teachers to teach dual enrollment courses for Map students and also for Map students to attend dual enrollment courses on the BSU campus. Map Academy also participated in the Bridgewater State University/DESE Early College Symposium.
Innovative Model	Rennie Center	Leadership	Variety of innovative schools nationwide	Interviewed by a team from Rennie Center for Education Research and Policy, including the Senior Director of Research, about how Map is rethinking the role of teachers. Map Academy is featured as a program spotlight in the Rennie

				Center's 2024 Condition of Education Action Guide
Innovative Model & Accountability Metrics	NASBE (National Association of State Board of Education)	Leadership	Variety of innovative schools nationwide	Map's Alternative Accountability Work with DESE and Momentum Strategy and Research which spotlighted in a paper titled, Going the Extra Mile: An Overview of Charter School Alternative Education Campuses which features Map Academy.
Innovative Model	MA DESE Quarterly Charter Meeting	Leadership	Variety of other MA charter school leaders	Map leadership presented on our work to support student attendance and engagement.
Innovative Model	The Learning Accelerator	Leadership	Variety of innovative schools nationwide	Presented on an edWeb Webinar, Balancing Virtual and In Person Learning: Moving Along the Hybrid Spectrum Towards a Student-Centered Future by invitation of The Learning Accelerator
Innovative Model	The Plymouth Independent	Leadership, Staff, and Students	Open source	The Plymouth Independent published a story on Map's mid year Graduation
Operational Support	Lowell Middlesex Academy Charter School	Leadership	MA charter school leader	Map Academy leadership supported LMACS leadership in operational changes they are currently undertaking.
Wraparound Support	Umass Amherst/DESE Research	Leadership, student support, community partners	Open source	Participated in the McKinney Vento research opportunity with Umass Amherst Donahue Institute to support them to gather in-depth information about district and school level challenges, strengths, and efforts to identify and support students and families experiencing homelessness.

Innovative Model	ASU + GSV Conference Presentation	Leadership	Variety of innovative schools nationwide	Leadership participated on a panel at ASU+GSV: <i>Exercises in Futility: Most Efforts to Transform Schooling Fall Short. What Should Be Done Instead?</i>
Innovative Model	Academy of the Pacific Rim Charter School (Boston)	Leadership and Student Support	MA charter school leadership team member	Collaborated with leadership to discuss best practices in our respective settings to best serve students who are not finding success in the traditional setting.
Innovative Model	Barnstable Public Schools	Leadership and Student Support	MA School District	Collaborated with district leadership to discuss best practices in our respective settings to best serve students who are at risk of dropping out of high school.
Innovative Model	MA DESE Charter Office and Executive Leadership	Leadership, Staff, and Students	MA DESE	Hosted a MA DESE Deputy Commissioner and Charter School staff for a school learning tour and visit.

Academic Program Success

Student Performance

[2023 School Report Card](#)

Please see Appendix A: Accountability Plan Evidence 2023-24 for trends related to NWEA Math and Reading.

A key feature of Map Academy’s educational model is providing teachers and school leaders with the flexibility to modify instruction and programming in real time to improve academic and non-academic outcomes for students. To do this we utilize a range of qualitative and quantitative data.

The primary tool for periodically assessing students' reading and math skills is the NWEA Map Assessment. All students have the opportunity to take the NWEA reading and math assessment in the fall and spring of each school year. These assessments provide teachers and leaders with achievement and growth measurements that can be used to develop personalized academic plans to improve outcomes for students. The data also offers insight into the effectiveness and impact of our curriculum and program as a whole.

Teachers and administrators use additional data to help inform and modify instruction for students, such as: attendance, course completion rates, task completion rates, number of days between task submission, average number of daily tasks, annual credit completion, ratio of time spent in one-to-one teacher support versus independent work, qualitative observation about individual/student body trends,

and student work. Much of the data is available on our Filemaker data dashboard, and can be disaggregated by subgroups. This enables staff to track and stay up to date on many of the aforementioned metrics for each individual student, while paying attention to trends and patterns among specific subgroups of students. Filemaker also provides staff the ability to log and file academic and non-academic observations about students, allowing the school to compile an actionable and transparent source of qualitative and quantitative data for each student.

As a small, alternative charter school designed to serve a complex student population, we are acutely aware that traditional measures of success or packaged outcome measurement tools will never fully capture progress in a school like ours. For example, many students come to Map after having dropped out of other schools, and often have been out of school for multiple years. We know this will mean that our cohort-based graduation rates will not tell the full story. Our students also have complex lives and many barriers to in person attendance, and as a small school, this means that attendance rates as compared to traditional settings will not tell the full story. Traditional metrics like these and many others are important, but not sufficient on their own.

Thus, in addition to using traditional metrics, we have committed to developing and tracking uncommon measures of success in order to authentically capture student progress and continue to hone our model to ensure we are meeting student needs. For example, we have identified the following quantitative measures to be particularly useful in identifying our students academic and non-academic needs:

- Unique student engagement/attendance
- Task completion
- Credit completion
- Student touchpoints (engagement/re-engagement attempts)
- Support staff contacts
- Student outside provider appointments and connections

The school also uses data from the 2023 MA DESE Accountability Plan Guidelines for Alternative Charter Schools regarding life experiences to identify the social-emotional well being of students. This data, in conjunction with academic metrics, help inform and design the unique path each student will need to achieve success both in and out of school.

Academic Program

Blended asynchronous learning is the instructional foundation of Map Academy's personalized approach to high school. At the heart of this approach is an enduring commitment to building robust learning partnerships with each student. These learning partnerships enable teachers to establish trusting relationships and earn them the right to hold students to high academic expectations.

Building strong learning partnerships is essential to fostering a safe, engaging and academically rigorous learning environment. Staff engage in a myriad of professional development opportunities over the course of the year designed to develop them as individual practitioners, while also fostering a collaborative and reflective professional learning culture. Each summer, the entire staff reads a book connected to the school's mission. In recent years, instructional and support staff have read, discussed and implemented strategies from the texts *What Happened to You? Conversations on Trauma, Resilience and Healing* by Bruce Perry and Oprah Winfrey, and *Change-able: How Collaborative Problem Solving Changes Lives at Home, at School and at Work* by J. Stuart Ablon, *The Innovator's Solution* by Clayton Christensen and Michael Raynor, and *Think Again* by Adam Grant. We use these opportunities to develop common language, reflect on existing practices, and identify strategies to help promote healing, resilience and problem solving in our students, and also to continue cultivating an environment which supports continuous improvement. As a mission-driven organization, we are committed to a culture where innovation and disruption of the status quo are ongoing.

This commitment to competency-based, student-centered learning is demonstrated by the tailored nature of each student's day, making the concept of a "typical day" a misnomer at Map Academy. Students work in Learning Studios with an interdisciplinary team of teachers providing instruction as students move at their own pace. Teachers act as active coaches and facilitators of learning, collaboratively utilizing formative assessment, data from NWEA and MCAS, and what they know about each student to employ instructional methods and modes of facilitation best suited to support each individual's needs. Since students in the same studio engage with the material in different ways and at different paces, this approach allows for more flexibility than is often possible in a traditional classroom. For example, teachers can choose to deliver instruction using different facilitation modes. These include one-to-one support, formal conferences, small group mini-lessons, small group discussion, or large group instruction. Teachers cycle through these modes throughout the day to support student learning and circulate within the studio to ensure students stay on track while working independently. Teachers also vary instructional methods to foster student engagement and learning. For instance, based on what they know about a student, a teacher might use more traditional direct instruction to deliver content for one student and then take a more inquiry-based approach to learning the same content with another student.

Teachers and students embrace a culture of revision. This means a student does not make progress by simply completing a task. Teachers assess student work using competency-based rubrics, enabling them to consistently provide specific, timely, and actionable feedback that leads to student growth. Students must then use teacher feedback to make revisions before moving on to the next task. This helps students meet the high academic expectations set within a given task or course.

The learning environment in each studio is a safe and intellectually supportive space for all students. Each learning studio provides students and teachers with a variety of instructional spaces. These include classrooms of different sizes with flexible seating, common areas with tables and chairs, standing desks and soft seating. Teachers and student support staff regularly move through different instructional spaces teaching and checking in with students. Students have the option to choose where to work and what to work on, adding more layers of flexibility and self-efficacy for students as they move through the curriculum in ways that work for them.

In addition to blended asynchronous instruction, teachers facilitate project-based seminars. These seminars run quarterly and are scheduled during one of our Flex blocks. Students are able to choose projects they want to join based on interest. Instruction in seminars incorporates the same student-centered practices used in learning studios. However, there are a few key differences. In seminars, teachers center projects around a driving question and use this to facilitate student learning. The group moves through a series of project milestones together, culminating in students demonstrating learning through an individual or group product. Teachers use a project planning template and follow a backwards design planning process to design these authentic, project-based learning experiences.

Additionally, Map Academy offers a range of other elective opportunities to students, including wellness, arts and experiential learning courses. Over the last six years, many of these courses have been taught by contracted professionals, which provides an exciting chance to expose students to a much wider range of opportunities than can often be provided at a small school like Map Academy.

Budget and Finance

A. Unaudited FY24 statement of revenues, expenses, and changes in net assets (income statement)

See Attachment A

B. Statement of net assets for FY24 (balance sheet)

See Attachment A

C. Approved School Budget for FY25

The Map Academy Board of Trustees voted to approve the FY25 budget on March 18, 2024.

See Attachment B

<i>FY24 Enrollment Table</i>	<i>Enter Number Below</i>
Number of students pre-enrolled via March 15, 2024 submission	300
Number of students upon which FY25 budget tuition line is based	300
Number of expected students for FY25 first day of school	300

D. Capital Plan for FY25

Map Academy has an approved capital plan to save \$2,000,000 for a down payment on the future acquisition of the building.

APPENDIX A

Accountability Plan Evidence 2023-2024

Faithfulness to Charter

	2023-2024 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective (for KDE 1): Map Academy will develop a truly student-centered educational model, meeting all students where they are academically, socially, and motivationally.		
Measure 1a: Each year, at least 80 percent of students will meet or exceed their course completion goal, based on their October 1 (or upon enrollment, if enrolling after Oct 1) assigned engagement phase.	Met	85% of students met their course completion goal commensurate with expectations based on their assigned Engagement Phase.
Measure 1b: Each year, at least 80 percent of students will meet or exceed their student engagement goal, based on their October 1 assigned engagement phase (or upon enrollment, if enrolling after Oct 1).	Met	82% of students met their engagement goal commensurate with expectations based on their assigned Engagement Phase.
Objective (for KDE 2): Map Academy will create a school climate and culture that fosters support and respect for and between all individuals – students, staff, and families.		
Measure 2A: Each year, Map Academy’s aggregated end of year responses to the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale will both be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database. At least 60 percent of currently enrolled students will participate in the survey.	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile for both the Panorama Teacher-Student Relationships Scale and the Panorama Sense of Belonging Scale when compared to the results from other high-poverty high schools in the Panorama database. Response rate: 61%
Measure 2b: Each year, Map Academy’s aggregated end of year responses to the Panorama Teacher and Staff Surveys of School Climate and Staff-Leader Relationships, will both be ranked in the 90th percentile, or higher, when compared	Met	Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Teacher and Staff Survey of School Climate and in the 99th percentile on Staff-Leader Relationships survey

<p>to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 90 percent of full-year staff will participate in the surveys.</p>		<p>when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 100%</p>
<p>Measure 2c: Each year, Map Academy's aggregated end of year responses to the Panorama Family Survey will be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 50% percent of families will participate in the survey.</p>	Met	<p>Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Family survey when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 53%</p>
<p>Measure 2d: Each year, Map Academy's aggregated end of year responses to the Panorama Professional Learning-Staff Scale will be ranked in the 90th percentile, or higher, when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>At least 90 percent of full-year staff will participate in the surveys.</p>	Met	<p>Aggregated survey results indicate that Map Academy is in the 99th percentile on the Panorama Teacher and Staff Survey of Professional Learning-Staff scale survey when compared to the results from other high-poverty high schools in the Panorama database.</p> <p>Response rate: 100%</p>
<p>Objective (for KDE 3): Map Academy will (re)engage off-track youth – providing them with the skills and experience needed for post-secondary success.</p>		
<p>Measure 3a: Each year, at least 90% of connected and partially connected students who are enrolled for at least 70% of the school year (126 days of membership) will complete at least one Career Development Opportunity each year.</p>	Not Met	<p>85% of connected and partially connected students who were enrolled for at least 70% of the school year (126 days of membership) completed at least one Career Development Opportunity.</p>
<p>Measure 3b: At least 70 percent of students who participate in an Innovation Career Pathway and/or Youthworks program will successfully complete at least one dual enrollment academic or technical course, a supervised work based learning experience or a semester-long YouthWorks course.</p>	Met	<p>97% of students who participated in an Innovation Career Pathway and/or Youthworks program successfully completed at least one dual enrollment academic or technical course, a supervised work based learning experience or a semester-long YouthWorks course.</p>
<p>Measure 3c: Each year, at least 90 percent of graduates will be enrolled in a 2-or 4-year college, technical school, or</p>	Met	<p>94% of graduates enrolled in a 2-or 4-year college, technical school, or</p>

certification program, enlisted in a branch of the military, or employed within 6 months of graduation.		certification program, enlisted in a branch of the military, or were employed within 6 months of graduation.
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Dissemination

	2023-2024 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 4: Over the course of its charter term, Map Academy will share best practices for effectively (re)engaging off-track youth.		
Measure 4a: Each year, Map Academy will participate in and/or host 5 Massachusetts consortium meetings, school visits, and/or webinar/conference presentations on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	See dissemination table for a detailed explanation of dissemination efforts.
Measure 4b: Each year, Map Academy will expand dissemination efforts to a national level by presenting at least one national conference and/or virtual webinars/meetings on topics related to its mission of providing intentionally designed options for youth who have not been successful in other settings.	Met	Map Academy presented at ASU+GSV and the National Charter Schools Conference and a variety of other convenings. See dissemination table for a detailed list.

Objectives and Measures for Alternative Charter Schools Related to Academic Performance

	2023-2024 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective 5: Map Academy's students will achieve student performance goals set for each individual, based on their unique needs.		
Measure 5a: Each year, at least 80% of students who complete at least one core academic course and who also have at least two Reading NWEA MAP assessment results (fall to winter, winter to spring, or fall to spring*) will either score on grade level, show GLE growth, or meet their target Lexile Score, based on their connection level (outlined below). Targets per Connection Level:	Met	88% of students who completed at least one core academic course and also had at least two Reading NWEA MAP assessment results (fall to winter, winter to spring, or fall to spring*) either scored on grade level, showed GLE growth, or met their target Lexile Score, based on their connection level (outlined under measure 5a).

<p><u>Connected students (C)</u> will either score at grade level (as measured by GLE), OR improve at least 1 GLE, OR achieve a Lexile Score of 1210</p> <p><u>Partially connected students (PC)</u> will either score at grade level (as measured by GLE), OR improve at least 0.5 GLE, OR achieve a Lexile Score of 1050</p> <p><u>Minimally connected students</u> are not included in either the numerator or the denominator</p> <p>*If a student has all three assessments, then fall to spring assessment data will be used.</p>		<p># Connected: 36 # Partially Connected: 52</p>
<p>Measure 5b: Each year, at least 80% of students who complete at least one mathematics course and who also have at least two NWEA MAP math assessment results (fall to winter, winter to spring, or fall to spring*) will either score on grade level (as measured by grade level equivalent, GLE) or show GLE growth, based on their connection level (outlined below). Targets per Connection Level:</p> <p><u>Connected students (C)</u> will either score at grade level (as measured by GLE), OR improve at least 1 GLE</p> <p><u>Partially connected students (PC)</u> will either score at grade level (as measured by GLE), OR improve at least 0.5 GLE</p> <p><u>Minimally connected students</u> are not included in either the numerator or the denominator</p> <p>*If a student has all three assessments, then fall to spring assessment data will be used.</p>	<p>Met</p>	<p>82% of students who completed at least one mathematics course and who also had at least two NWEA MAP math assessment results (fall to winter, winter to spring, or fall to spring*) either scored on grade level (as measured by grade level equivalent, GLE) or showed GLE growth, based on their connection level (outlined under measure 5b).</p> <p># Connected: 23 # Partially Connected: 27</p>
<p>Measure 5c: Each year, at least 80 percent of students who are identified as potential graduates on October 1 will graduate with a high school diploma by June 30.</p>	<p>Met</p>	<p>85% of students identified as potential graduates on October 1 graduated with a high school diploma by June 30.</p>
<p>Measure 5d: 75 percent of Map Academy graduates who attended Map Academy for at least 2 years will demonstrate postsecondary readiness in one or more ways by the time they graduate.</p>	<p>Met</p>	<p>77% percent of Map Academy graduates who attended Map Academy for at least 2 years demonstrated postsecondary readiness in one or more ways by the time they graduate.</p>

APPENDIX B
Recruitment Plan 2023-2024
Map Academy 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 2023-2024 Recruitment Plan?

Map Academy's approved Recruitment and Retention Plan listed several activities intended to reach all students. Below is a breakdown of the successes and/or challenges associated with each of those activities:

Individual Student Outreach: Ongoing personalized outreach proved to be-- and continues to be--one of our most effective recruitment strategies. Having a full staff to help with our recruitment efforts and student and family word of mouth also proved valuable in recruiting mission-fit students. This proved to be immensely successful as individual recruitment lays the foundation for the truly personalized experience Map Academy provides students and families.

Local District Collaborations: Map Academy's presence in the community grows with each year that we are open. We continue to reach out to local district contacts, particularly guidance counselors and administrators, to ensure they are aware of the option Map Academy provides. Map Academy provides a unique option in a region where there are very few options, and we have found that our outreach efforts to local districts have been successful, as it is now common to receive referrals from guidance counselors and other school staff. These open lines of communication are beneficial, not just from a recruitment perspective, but also because they allow us to collaborate to create a smooth transition for students and families.

Middle School Outreach: We include local middle schools in our ongoing outreach efforts, but we are also open in disclosing that Map Academy's mission is to serve students who have been unsuccessful in other settings. In many cases, it makes sense for students to try traditional high school rather than come straight to Map Academy from middle school. Our team works closely with potential students and families to answer their questions and help them determine the best option for them. We continue to work to deepen our relationships with all schools in our catchment area, including the middle schools.

Mailings and Email Updates: Similar to last year, we did not send mailings to prospective students in our catchment area through a third-party mail house. We have found these mailings to be ineffective because the sending districts do not include previous high school dropouts in their data collection. This omission leaves out the students who could most benefit from our support while recruiting students who may not need the services we offer. We may resume these mailings for the 2025 primary lottery. In the meantime, we continue to send updates via email and newsletters throughout the year.

Community Collaborative Efforts and Partner/Agency Outreach Efforts: Community, partner, and agency events have been very successful components of our recruitment strategy. Not only in recruiting potential students, but in informing the community of our existence and the opportunity Map Academy provides. We have established relationships with including but not limited to High Point Treatment Center, South Bay Community Services, Health Imperatives:Family Planning, Health Imperatives: A New Day, Pilgrim Area Collaborative, Department of Transitional Assistance, Mass Rehab Commission, Department of Children and Families, Department of Transitional Assistance,

Unaccompanied Homeless Youth Committee, Father Bills & Mainspring, Harbor Community Health Center, Healthy Families Kennedy Donovan Center, Parent Information Network, BAMSI, Department of Mental Health, Plymouth Youth Development Collaborative, Plymouth County Systems of Care, Plymouth County CSEC task force, Plymouth County Hub, Algonquin Heights Patch, Youth Villages, the Nan Project, Plymouth Family Resource Center, The Recovery Center of Plymouth, Hope Floats, Bagly, Bridge Over Troubled Waters (Boston), Kind Heart for Kids, Point Source Youth, WIC, School on Wheels, South Shore Continuum of Care, Shagly, Plymouth Pride, GLSEN, School House Connection, Health Imperatives: Safe Dates Outreach and Training, Plymouth County Outreach, PCO Hope, Plymouth Coalition for the Homeless, Stop & Shop Community Food Pantry, Lady Locker, and Child & Family Services Crisis Intervention Team.

Publicity: Map Academy’s website, social media, and Education Disruption podcast have been, and continue to be, very successful in not only recruiting students and families but also in communicating with them and developing Map Academy’s presence in the community. We continue to invest significant time to ensure Map Academy’s social media presence and website content truly capture our mission and culture. We have high engagement from students, families, staff and community members who follow Map Academy closely on social media and our website.

Describe the school’s general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2024-2025:

Individual Student and Family Outreach: Continue to initiate and maintain collaborative relationships with community based agencies and other stakeholders who work with students and families seeking an alternative high school option. Community based organizations and providers frequently recommend students and families reach out to Map Academy as a potential option. We are committed to connecting with these students and families.

Local District Collaborations: Continue to establish and maintain collaborative relationships with schools across our catchment area in an effort to ensure the region’s off-track students know that they have an option when they are contemplating leaving school or when high school isn’t working for them. Field questions and consult with local school administrators and counselors who reach out on behalf of students to inquire about Map Academy.

Mailings: At least once in advance of the primary application deadline, we may send out a targeted mailing via third party mail house to eligible students in our catchment area.

Email/Website News Updates: Bi-monthly we will send email and/or update the news section of the Map Academy website with updates.

Community Collaborative Efforts: The Co-Directors and/or other Map Academy staff will continue to present the school model and be available to answer questions at least 8 times per year at community stakeholder meetings or events in Bourne, Carver, Halifax, Kingston, Marshfield, Middleboro, Pembroke, Plymouth, Plympton, and Wareham as well as other surrounding towns as appropriate.

Partner/Agency Outreach Efforts: Continue to initiate and maintain collaborative relationships with a wide range of service providers and agencies that work with students and families, including area mental and behavioral health providers, DCF, Probation, DYS, and others to ensure that service providers are aware of the opportunity Map Academy provides.

Publicity: Continue to utilize the Map Academy website and social media presence, along with any other available media outlets, to promote awareness of Map Academy. We will also continue to produce and publicize the Education Disruption podcast, which shares stories from Map Academy’s journey to do high school differently and features student and staff voices.

Website: Continue adding to the new, more robust Explore Map section to the Map Academy website to provide interactive content which more thoroughly explains and showcases Map Academy’s model to prospective students and families.

Recruitment Plan – 2024-2025 Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities.

<p>Chart Data</p> <p>School percentage: 55.6%</p> <p>CI percentage: 14.2%</p> <p>The school is above the CI percentage.</p>	<ol style="list-style-type: none"> 1. Collaborate with sending district Special Education Directors to identify any students who may benefit from our unique school model. 2. Mail informational brochures to all district Special Education departments in the region to explain our unique school model along with a personal letter explaining our purpose, mission, and application process. 3. Attend Special Education related community meetings/events to communicate our school model and mission and explain how Map Academy could give students a fresh experience. 4. Maintain working relationships with local counselors, psychologists, and other mental health agencies and inform them on how to support families in the application process.
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Limited English-proficient students/English learners.

<p>Chart Data</p> <p>School percentage: 0.0%</p> <p>CI percentage: 0.9%</p> <p>The school is below the CI percentage.</p>	<ol style="list-style-type: none"> 1. Translate all recruitment documents into languages that are reflected in our catchment area. 2. Establish relationships with local agencies that work primarily with limited English speaking families. 3. Ensure translators are available upon request to answer any questions prospective students and families may have. 4. Work with enrolled students and alumni to cultivate word of mouth and identify potential prospective students/families who might benefit from individual, personalized outreach from Map Academy staff. <p>2024-2025 Additional Strategies</p> <ol style="list-style-type: none"> 1. Continue to have an option for the online student application to be instantly translated to Spanish or Portuguese. 2. Search for and attempt to hire more bi-lingual staff. 3. Work to identify and establish relationships with agencies and providers who work with limited English-proficient students/English learners.
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

<p>Chart Data</p> <p>School percentage: 65.7%</p> <p>CI percentage: 22.6%</p> <p>The school is above the CI</p>	<ol style="list-style-type: none"> 1. Distribute informational brochures and conduct outreach in collaboration with local agencies that work with students and families who are economically disadvantaged ie. Plymouth Housing Authority, Algonquin Heights Association, Plymouth Career Center, Department of Transitional Assistance, WIC,
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percentage.	<p>Plymouth Recovery Center, and other agencies.</p> <ol style="list-style-type: none"> 2. Provide students with: <ol style="list-style-type: none"> a. Transportation options to and from school b. Free breakfast, lunch and snacks c. Laundry and shower facilities d. School supplies as needed e. No-cost school issued laptops and replacements as needed f. Wraparound social work support
Students who are sub-proficient	<ol style="list-style-type: none"> 1. Provide a student centered approach which eliminates the negative connotation associated with “sub-proficient.” Continue to meet students where they are and help them find their way. 2. Work with local district staff upon request to identify and recruit students who have not found success on MCAS and attempt to offer them a fresh experience. 3. Continue to be the only diploma program in the area that serves students up to age 24. Continue to actively recruit older students who have not completed high school.
Students at risk of dropping out school/Students who have dropped out of school	<ol style="list-style-type: none"> 1. Continually work to re-engage students who have decided to withdraw from Map Academy in an attempt to re-engage our own hardest to reach student population. 2. Make all efforts to identify, connect with and serve students who have dropped out of school or are at risk of doing so. 3. Provide enrollment windows throughout the school year and backfill vacancies in order to provide opportunities to as many students as possible. 4. Provide district guidance departments with Map Academy informational brochures. We will ask that any student who signs papers to drop out be given a copy of this brochure. 5. Maintain active relationships with Plymouth DCF, DYS, Probation, Police and other agencies. 6. Utilize social media advertising to expand our reach to youth who may not be connected to any other agencies mentioned above. 7. Do whatever it takes to get disconnected youth re-engaged in their education and help them find their way. Map Academy will continue to provide a high quality option specifically designed to put disconnected youth back on the path to success.
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> 1. Pregnant/Parenting youth: Work with local organizations such as Plymouth Family Network, Plymouth WIC, and Healthy Families to ensure that pregnant/parenting teens know about Map Academy. 2. Students who need to work to financially support themselves and/or their families: Work to engage working students who are disengaged from or have left high school early through all of the above mentioned general recruitment strategies,

	<p>especially flexible scheduling to balance the competing demands of work and school.</p> <ol style="list-style-type: none"><li data-bbox="634 191 1438 327">3. Referrals from current students and families: Often students who didn't find success in school have family and friends in the same situation. Our students, alumni and families are ambassadors for Map Academy.<li data-bbox="634 331 1438 541">4. Students dealing with substance abuse issues: Work to engage students who are off-track due to issues relating to substance abuse, either their own or that of a family member. Our partnerships with local agencies enable us to both proactively and reactively support these students as they balance school and treatment/recovery.
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**Retention Plan
2024-2025**

List the successes and challenges of implementing strategies from the 2023-24 Retention Plan

2023-2024 Implementation Summary:

Successes:

- 1. Establishing a Supportive Community and Culture:
 - a. In its first six years, Map Academy Charter School has successfully created a school environment that meets students where they are, supporting them in achieving their goals.
 - b. The school’s efforts have fostered a community that prioritizes student needs and engagement.
- 2. High Retention Rate:**
 - a. The school has achieved a 93.4% retention rate, significantly exceeding the stated goal of 80%.
 - b. This high retention rate reflects the positive engagement and satisfaction of students and their families with the school’s approach and support systems.
- 3. Meeting Regional Needs:
 - a. Map Academy was founded to address the need for an alternative educational option in the Greater Plymouth region.
 - b. The school has successfully recruited and retained students who have not found success in traditional educational settings, offering them a tailored and supportive learning environment.

Challenges:

- 1. Transportation:
 - a. The Greater Plymouth region has limited public transportation options, creating a significant barrier for students who lack reliable access to a car.
 - b. Many students juggle work, family, academics, and mental health support, and the lack of reliable transportation hampers their ability to balance these responsibilities.
 - c. Map Academy is committed to finding sustainable and flexible solutions to improve transportation options. Starting in the 2023-2024 school year, the school provided centralized bus transportation to all ten towns in the expanded catchment area. However, school bus transportation remains an antiquated form of transportation and we remain committed to finding better options.
- 2. Housing:
 - a. There is a significant shortage of affordable housing in the region, with very few options available for homeless youth.
 - b. Many Map Academy students are over 18 and living independently, often needing housing assistance. Housing insecurity can lead to homelessness, diverting students' focus from education to basic survival needs.
 - c. Younger students are also affected by their guardians'/adult supporters' financial and housing insecurities, resulting in truancy and irregular attendance.
 - d. The stigma of homelessness causes many to suffer in silence rather than seek help.

- e. Map Academy is committed to establishing a residential option to support homeless and housing-insecure students, aiming to provide stability and improve their educational outcomes.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	80% - Stated in Charter 93.4% - 2023-2024

Retention Plan Strategies

Retention Plan – 2024-2025 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.4% Third Quartile: 12.9%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><u>(b) Continued 2023-2024 Strategies</u></p> <ol style="list-style-type: none"> Weekly Student Rundown: This weekly protocol led by the Co-Directors and/or Co-leads of Student Support is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns. Instructional Model: Map Academy utilizes a competency-based instructional model and students will have carefully crafted Success Plans. Thus the instruction students receive will be student-centered and tailored to their individual needs. This approach will help to create and sustain a culture of achievement for every student, including those with disabilities, and help ensure students remain engaged and make academic progress.
Limited English-proficient students/English learners Limited English-proficient students	
<p><u>(a) CHART data*</u></p> <p>School percentage: NA% Third Quartile: NA%</p> <p>The school's attrition rate is NA third quartile percentages.</p>	<p><u>(b) Continued 2023-2024 Strategies</u></p> <ol style="list-style-type: none"> We are planning to expand our contract with our experienced EL consultant to continue to provide individualized support to our EL students. <p>*Chart data for this category is below the n size to be calculated.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

(a) CHART data

School percentage: 4.7%
Third Quartile: 12.1%

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

(b) Continued 2023-2024 Strategies

1. **Responsive Student Supports:** Map Academy believes that learning begins once mutual respect is established between staff and students. We are committed to the philosophy that building new habits takes time and requires varying levels of support. For some students establishing trust takes time, and our Student Support staff, led by the co-leads of student support, will work to ensure that students receive the support they need to succeed.
2. **Weekly Student Rundown:** This weekly protocol led by the Co-Directors and/or Co-leads of Student Support is specifically designed to ensure that no student falls off staff radar, and includes review of engagement, academic progress and student wellbeing concerns.
3. **Relationship Building:** Our goal is to create a culture in which teachers are creative and thoughtful, comfortable taking risks, and adept at building relationships with students and colleagues. This relationship building will lead to students feeling more connected to the education they want and know they need.
4. **Behavior and Discipline Plans:** Rather than rely on traditional student behavior and discipline policies which often drive already vulnerable students further away, Map Academy will continue to utilize Trauma Sensitive Practices and a Restorative Justice Model to develop community and manage behavior by repairing harm and restoring relationships.
5. **Evening and Summer options:** Many Map Academy students, particularly those with financial stress in their lives, need to work long hours to support themselves and/or contribute to their families. We provide extended evening and summer hours to help increase access and provide additional flexibility to students juggling other responsibilities.

	<p>6. Employment Support: Map Academy’s Wayfinding Specialists work with students to obtain and maintain employment. This is particularly crucial for our economically disadvantaged students. Having to work and struggling to juggle work and school is one of the primary reasons why low income students leave Map Academy before graduating.</p> <p>7. Expanded Evening and Summer options: In order to provide ongoing flexibility to all of our students, and particularly our economically disadvantaged students, most of whom need to work in addition to coming to school, we plan to continue these options.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2023-2024 Strategies</p> <ol style="list-style-type: none"> 1. Creation of an innovative data dashboard and student success planning system - Created a data dashboard to track student engagement and progress, as well as to track interventions and services in order to assess and problem solve to ensure ongoing focus on student behavioral and mental health needs and facilitate data-driven decision making. 2. Cultivate Success - We are committed to cultivating success in students who have been failed by traditional systems. For many students, the typical support mainstream schools can provide is simply not enough. For these students, a proactive, individualized plan with multiple points for assessment of academic, emotional, and social growth is a necessity. At Map Academy, our philosophy is to be patient with students who are not quite ready and those who have too much going on in their lives to make school their first priority. Instead of driving them away, we provide them with more support to keep them emotionally safe and engaged with school personnel. Eventually, as they receive support, mature, and develop resilience, students move forward on the curve and their progress accelerates.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2023-2024 Strategies</p> <ol style="list-style-type: none"> 3. Improve transportation options and availability - Add additional centralized school bus transportation to daily transportation options; use on demand ride sharing services to increase student access to appointments; explore feasibility of centralized van pickup locations and also midday transportation options. 4. Expand Outreach & Partnerships - Increase staff and/or stipend staff members for additional dedicated time, tasks related to developing community relationships and problem solving with families to increase attendance

<p><u>Students who have dropped out of school</u> <u>*only schools serving students who are 16 and older</u></p>	<p>through transportation or referrals to mental health resources.</p> <p>(f) Continued 2023-2024 Strategies</p> <ol style="list-style-type: none"> 1. As a school specifically designed from the ground up to meet the needs of high risk youth, trauma informed practices are an essential component of Map Academy’s web of support, since the majority of our students have histories of trauma related incidents or mental health symptoms. Data collected so far indicates that Map Academy students have an average ACES score of over 4 adverse childhood events. Social workers are on the front line of addressing the challenge of providing support to students impacted by trauma, by not only connecting with community agencies that offer therapeutic services such as individual therapy, substance abuse treatment, crisis intervention, therapeutic mentoring, and intensive care coordinating, but also by providing students with opportunities to access these services in the school setting. In addition, helping teachers and other staff better understand the wide range of ways that trauma and other mental health symptoms impact students is a key priority. 2. Due to the non-traditional high school age range of students we serve at Map Academy, many students over age 18 are living independently and are in need of housing assistance. Students who are facing housing insecurity can quickly end up homeless, forcing them to focus their attention back onto basic needs in order to survive, rather than regularly attending school or mental health services. In addition, younger students are also often negatively impacted by their guardians’ financial and housing insecurities, leading to school truancy or lack of regular attendance and engagement with mental health services. The stigma associated with being homeless causes intense shame, and students and families will often choose to suffer alone rather than ask for help. At Map Academy, we recognize that it is crucial that students’ basic needs are met, but the severe shortage of affordable housing in the greater Plymouth region makes finding housing extremely challenging, particularly with the aforementioned lack of public transportation. It is a priority to have enough student support staff to facilitate the exhausting process of helping students navigate housing issues. This is
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	<p>particularly vital for our young adult students who have aged out of many services provided to minors and their families. Our goal is to eventually be able to offer an optional residential option for our homeless/housing insecure students through our component unit 501c3, Map Education, Inc. We have begun the exploratory phase of this project and are continuing to research best practices and visit innovative programs/schools that are tackling the youth housing crisis.</p> <ol style="list-style-type: none"><li data-bbox="605 474 1341 701">3. We will maintain communication with students who have withdrawn from Map Academy and will work to re engage them in their education by encouraging them to reapply. Each summer in particular, social workers and outreach staff will reach out to former students to attempt to re engage them for the upcoming school year.
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ADMINISTRATIVE ROSTER FOR THE 2023-2024 SCHOOL YEAR			
Name	Title	Start date	End date (if no longer employed at the school)
Rachel Babcock	Co-founder & Co-director	02/27/2017	
Joshua Charpentier	Co-founder & Co-director	02/27/2017	

TEACHERS AND STAFF ATTRITION FOR THE 2023-2024 SCHOOL YEAR				
	Number as of the last day of the 2023-2024 school year	Departures during the 2023-2024 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	18	2	2	During Year: termination & non-renewal End of Year: non renewal of employment contract.
Other Staff	16	1	0	Employee personal decision

BOARD MEMBERS FOR THE 2023-2024 SCHOOL YEAR					
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)	Final year of service possible based on term limits in bylaws
Liza Veto	Chair	NA	In 2nd	11/20-06/23 07/23-06/26	2035
Rachel Babcock	Member	Finance	In 3rd	02/17-06/20 07/20-06/23 07/23-06/26	ex officio
Josh Charpentier	Member	Finance	In 3rd	02/17-06/20 07/20-06/23 07/23-06/26	ex officio
Derek Paiva	Treasurer	Finance	In 2nd	10/21-06/24 07/24-06/27	2036
Anré Dowell	Member	NA	In 1st	04/22-06/25	2037
Kerin McGue	Member	NA	In 1st	05/23-06/26	2038
Adam Earle	Member	Finance	In 1st	08/23-06/26	2038
Mindy Savage	Member	NA	In 1st	11/23-06/26	2038

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

APPENDIX D
Additional Required Information

Facilities

Location	Dates of Occupancy
11 Resnik Road Plymouth MA 02360	The 5 year lease began on August 28, 2018 and auto extended another five years after the 2023 charter renewal.

Enrollment

Action	2024-2025 School Year Date(s)
Student Application Deadline	February 18, 2025
Lottery	February 25, 2025

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

A. Conditions (if applicable)

Map Academy Charter School has no conditions.

B. Complaints (if applicable)

The Map Academy Charter School Board of Trustees did not receive any complaints during the 2023-2024 school year.

ATTACHMENT A:

Preliminary Profit and Loss

July 2023 - June 2024

	Total
INCOME	
4000 Tuition	6,120,681.00
4100 Grants - State	177,790.24
4150 Grants - Federal	457,627.00
4180 Grants - Private	23,228.25
4200 Nutrition Funding - Federal & State	57,187.51
4450 Contributions - Other	25,340.65
4900 Other Income	74,988.69
8400 Private Funding through Foundation	63,266.72
Total Income	7,000,110.06
GROSS PROFIT	
	7,000,110.06
EXPENSES	
5000 Personnel Costs	
5010 Salaries	
5009 Student YouthWorks Pay	40,358.00
5011 Salaries - Administrative (Professional)	387,759.04
5032 Salaries - Teachers	1,174,999.89
5033 Salaries - SPED Instructional	503,394.26
5042 Salaries - Other (Professional)	65,485.00
5062 Salaries - Support/Clerical	51,838.86
5073 Salaries - Other Student Services	837,293.01
Total 5010 Salaries	3,061,128.06
5206 Taxes	91,126.57
5225 Benefits	380,715.63
Total 5000 Personnel Costs	3,532,970.26
5100 Recruitment & Staff Development	
5240 Staff Stipends in addition to base salary	12,731.06
5302 Curriculum Development	26,000.01
5401 Professional Development, Administration	10,706.47
5402 Professional Development, Staff	66,232.02
5403 Professional Development, Board/Governance	1,370.25
5411 Staff and Student Recruitment and Retention	4,388.79
Total 5100 Recruitment & Staff Development	121,428.60
5150 Contracted Services, Instructional	
5215 Career Development Pathways	120,000.00
5322 General Education	187,696.81
5323 FileMaker Development	37,500.00
5332 Special Education	58,669.37
5333 Contracted Services, Student Support	25,367.24
Total 5150 Contracted Services, Instructional	429,233.42

	Total
5200 Direct Student Costs	
5210 Dual Enrollment Courses	1,234.93
5412 LMS Discovery Phase	39,500.00
5413 Health Services	20,460.07
5432 Instructional Supplies & Materials	46,308.92
5433 Community and Culture, Student Incentives & Necessities	32,994.35
5434 Community and Culture, Graduations & Events	41,655.06
5435 Community and Culture, Staff	25,275.43
5452 Instructional Technology	30,548.37
5605 Rental of Additional Space, Storage, and Parking	29,100.00
5614 Rental/Lease of Equipment	11,091.60
5773 Student Transportation	89,162.38
5775 Reimbursable Student Transportation	354,105.00
5776 Foster Care Reimbursable Transportation	62,392.46
5791 Staff Travel Expenses	45,721.23
5816 Civic Activities	1,428.00
5823 Food Services	155,432.38
5952 Testing & Assessment	6,380.50
Total 5200 Direct Student Costs	992,790.68
5300 Occupancy Expenses	
5444 Building Misc. Supplies	35,597.45
5514 Maintenance of Buildings & Grounds	72,286.69
5515 Custodial Services Facility	40,538.29
5516 HVAC Upgrades	2,365.00
5524 Utilities - Telecom and Internet	8,017.57
5554 Utilities - Electric and Gas	34,200.06
5885 Insurance (non-employee)	74,528.25
Total 5300 Occupancy Expenses	267,533.31
5301 Professional Fees	
5311 Outsourced Communications	120,296.21
5320 Outsourced Accounting	65,857.14
5321 Audit Fees	22,000.00
5341 Outsourced Human Resources	41,167.00
5351 Legal Services	3,714.00
Total 5301 Professional Fees	253,034.35
5400 Other Operating Costs	
5421 Dues, Licenses, Fees, and Subscriptions	15,897.26
5422 MA Charter Association Membership	17,016.80
5431 Office Supplies and Materials	31,408.97
5451 Other Information Management & Technology	56,076.00
5461 Data Management/Website Support	149.30
5471 Postage	331.88
5774 Additional Vehicle Expenses	18,661.30

	Total
Total 5400 Other Operating Costs	139,541.51
5991 Contingency/Misc. Expenses	941.46
Total Expenses	5,737,473.59
NET OPERATING INCOME	1,262,636.47
OTHER EXPENSES	
5600 Lease	
5604 Rental/Lease of Buildings & Grounds w NNN	71,599.92
5606 Interest Expense	88,343.05
5702 Amortization Expense	432,846.12
Total 5600 Lease	592,789.09
5701 Depreciation Expense	239,385.77
Total Other Expenses	832,174.86
NET OTHER INCOME	-832,174.86
NET INCOME	\$430,461.61

Preliminary Balance Sheet

As of June 30, 2024

	Total
ASSETS	
Current Assets	
Bank Accounts	
1030 BayCoast Bank - Operating (2386)	578,987.50
1040 BayCoast Bank - Payroll (2394)	98,564.62
1050 BayCoast Bank - Money Market (2378)	2,596,711.25
1055 BayCoast Certificate of Deposit (6138)	152,426.99
Total Bank Accounts	3,426,690.36
Accounts Receivable	
1101 Accounts Receivable (A/R)	63,266.70
Total Accounts Receivable	63,266.70
Other Current Assets	
1110 Grants Receivable - State	15,000.00
1160 Prepaid Expense	61,455.46
Total Other Current Assets	76,455.46
Total Current Assets	3,566,412.52
Fixed Assets	
1530 Leasehold Improvements	112,099.56
1540 Furniture	494,663.69
1550 Equipment	159,262.46
1560 Computers	333,664.36
1570 Vehicles	120,144.75
1580 Website Development	14,500.00
1590 IT Systems	82,500.00
1600 Accumulated Depreciation	-875,420.64
Total Fixed Assets	441,414.18
Other Assets	
1700 Right to Use Asset	1,731,384.64
Total Other Assets	1,731,384.64
TOTAL ASSETS	\$5,739,211.34
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 Accounts Payable (A/P)	157,110.80
Total Accounts Payable	157,110.80
Credit Cards	
2010 Citizens Credit Card	-7,421.44
Total Credit Cards	-7,421.44

	Total
Other Current Liabilities	
2100 Accrued Expenses	3,625.79
2115 MTRS Retirement Payable	18,677.72
2120 403B Retirement Payable	1,636.82
Total Other Current Liabilities	23,940.33
Total Current Liabilities	173,629.69
Long-Term Liabilities	
2200 Lease Liability	1,841,223.35
Total Long-Term Liabilities	1,841,223.35
Total Liabilities	2,014,853.04
Equity	
3000 Retained Earnings	3,293,896.69
Net Income	430,461.61
Total Equity	3,724,358.30
TOTAL LIABILITIES AND EQUITY	\$5,739,211.34

Attachment B - Board Approved FY25 Budget

Line Number	Line Number	Year	FY25 Budget
		Enrollment	300
REVENUES			
4000	4000	Tuition Including Facilities	6,589,280
4100	4100	State Grants	
		Fund Code: 311 SEL/Mental Health	
		Fund Code: 215 Genocide Education	
		Fund Code: 419 Innovations Pathways Implementation 1	50,000
		Fund Code: 436 Innovation Pathways Planning 1	
		Fund Code: 419 Innovations Pathways Implementation 2	75,000
		Fund Code: 436 Innovation Pathways Planning 2	25,000
		YouthWorks Funding	97,320
		FY 25 Projected Grants Unknown FC's	100,000
		Total State Grants	347,320
4150	4150	Federal Grants	
		Fund Code: 309 Title IV	10,000
		Fund Code 140: Title IIA	9,773
		Fund Code 240: IDEA	174,882
		Fund Code 274 IDEA SPED	10,371
		Fund Code 305: Title I	70,610
		Fund Code 119: ESSER III	
		Fund Code 310: McKinney Vento	15,000
		Fund Code 252: IDEA SPED	
		Fund Code 324: MassGrad	
		Fund Code 523: Summer Learning	
		Fund Code: 209 IVAQ HVAC	
		FY 25 Projected Grants Unknown FC's	150,000
		Total Federal Grants	440,636
4180	4180	Private Grants	
		Barr Foundation	
		Yass Prize	
		Total Private Grants	40,000
4190	4190	Nutrition Funding - State & Federal	
		Total Nutrition Funding	100,000
4900	4900	Other Income	75,000
4902	4902	Transportation Reimbursement	198,900
		Total Revenue	7,791,136
EXPENSES			
5000	5240	PERSONNEL COSTS	
5011	5073	Salaries	3,599,746
5206	5225	Benefits and Payroll Taxes	639,210
		Total Wages, Benefits and Payroll Taxes	4,238,956
5100	5100	RECRUITMENT & STAFF DEVELOPMENT	
5240	5240	Staff Stipends In Addition to Base Salary	15,000
5302	5302	Curriculum Development	30,000
5401	5401	Professional Development, Administration	15,000
5403	5403	Professional Development, Board/Governance	15,000
5402	5402	Professional Development, Staff	60,000
5411	5411	Staff and Student Recruitment and Retention	40,000
5150	5150	CONTRACTED SERVICES	
5215	5215	Career Development Pathways	120,000
5322	5322	Contracted Services, General Education	90,000
5323	5323	Part Time Flex Block Teachers	75,000
5301	5301	FileMaker Development	50,000
5332	5332	Contracted Services, Special Education	93,336
5333	5333	Contracted Services, Student Support	25,000

5200	5200	DIRECT STUDENT COST	
5210	5210	Dual Enrollment Courses	15,000
5412	5412	LMS Discovery Phase	-
5413	5413	Health Services	15,000
5432	5432	Instructional Supplies and Materials	40,000
5433	5433	Community and Culture, Student Incentives & Necessities	50,000
5434	5434	Community and Culture, Graduations & Events	40,000
5435	5435	Community and Culture, Staff	30,000
5452	5452	Instructional Technology	70,000
5605	5605	Rental of Additional Space, Storage, and Parking	25,000
5614	5614	Rental/Lease of Equipment	8,500
5773	5773	Student Transportation - Non Reimbursable	75,000
5775	5775	Reimbursable Student Transportation	318,240
5776	5776	Foster Care Transportation	40,000
5791	5791	Staff Travel Expenses	40,000
5806	5806	Dissemination and Fundraising	10,000
5816	5816	Civic Activities	2,500
5823	5823	Food Services	150,000
5952	5952	Testing and Assessment	15,000
5300	5300	OCCUPANCY EXPENSES	
5434	5434	Minor Furniture and Fixtures	40,000
5444	5444	Building Misc. Supplies	25,000
5514	5514	Maintenance of Building and Grounds	60,000
5515	5515	Custodial Services Facility	50,000
5516	5516	HVAC Upgrades	
5524	5524	Utilities - Telecom and Internet	10,000
5554	5554	Utilities - Electric and Gas	29,000
5885	5885	Insurance (non employee)	50,000
5301	5301	PROFESSIONAL FEES	
5301	5311	Outsourced Communications	120,000
5320	5320	Outsourced Accounting	90,000
5301	5321	Audit Fees	22,000
5301	5301	Facility Professional Services	10,000
5301	5341	Outsourced Human Resources	40,000
5301	5351	Legal Services	10,000
5400	5400	OTHER OPERATING COSTS	
5421	5421	Dues, Licenses, and Subscriptions	25,000
5422	5422	MA Charter Association Membership	20,808
5431	5431	Office Supplies and Materials	30,000
5451	5451	Other Information Management & Technology	40,000
5461	5461	Data Management/Website Support	10,000
5471	5471	Postage	1,500
5774	5774	Additional Vehicle Expenses	20,000
5991	5991	CONTINGENCY FUNDS	
5991	5991	Contingency/Misc. Expenses	125,000
		TOTALS	
		Total Non-Personnel Expenses	2,400,884
		Total Expenses	6,639,840
		Other Expenses	
5600	5600	Lease	
5604	5604	Rental/Lease of Building and Grounds w NNN	71,600
5606	5606	Interest Expense	88,343
5702	5702	Amortization Expense	432,846
5701	5701	Depreciation Expense	300,000
		Total Other Expenses	892,789
		TOTAL SURPLUS/(Deficit)	258,507