



Alicia Raspa
Chair, Board of Trustees

Nicholas Leonardos
Executive Director

Lowell Community Charter Public School
206 Jackson Street
Lowell, MA 01852

Telephone: 978-323-0800

Fax number: 978-323-4600

Website: www.lccps.org

Contact email: nleonardos@lccps.org

Annual Report

2017-2018

Submitted
July 24, 2018

**Lowell Community Charter Public School
Annual Report 2017-18
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Introduction to the School

Name of School: Lowell Community Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	206 Jackson Street Lowell, MA 01852
Regional or Non-Regional?	Non Regional	Districts in Region (if applicable)	N/A
Year Opened	2000	Year(s) Renewed (if applicable)	2005, 2010, 2015
Maximum Enrollment	800	Current Enrollment as of June 30, 2018	797
Chartered Grade Span	K1 – 8	Current Grade Span	K1 - 8
# of Instructional Days per school year	185	Students on Waitlist as of June 30, 2018	273
School Hours	8:00 a.m. – 3:30 p.m.	Age of School	18 years old

Mission Statement

The mission of Lowell Community Charter Public School is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning.

Guiding Beliefs

We believe in:

1. *High Expectations:* All children are unique and can learn at high levels when their talents are recognized, supported, and challenged.
2. *Excellence in Teaching and Learning:* Our students are engaged in a rigorous curriculum and meaningful learning.
3. *Nurturing:* Our school must be a safe and nurturing environment for all members of the school community.
4. *Accountability:* The school and the students share responsibility for students' learning and conduct.
5. *Partnerships:* Parents are their children's first teacher and know their children best. The home, LCCPS, and community work together as partners to ensure the education of all children.
6. *Cultural Proficiency:* Integrity, respect, cooperation, and appreciation of diversity are essential to a healthy LCCPS community.
7. *Balance:* Academics, the arts, technology, athletics, and wellness are all important ingredients of a well-rounded LCCPS education.
8. *Contribution:* Our school will prepare students to be life-long learners, creative thinkers, and contributing participants in a multicultural world.

LCCPS Diversity Statement

At LCCPS diversity is valued in everything we do. As a teaching and learning community, our diversity is our strength. We believe in excellence and that by embracing our diversity, we enhance the high-quality education we provide to every LCCPS student.

Our vision of diversity is founded upon the following values:

- Cultural competency, or the understanding and respecting of others' cultures, is critical in order to attain academic excellence for all students
- A diverse community of students, parents, and staff is an asset to and a strength of LCCPS
- Diversity includes individual differences (i.e. personality, learning styles, and life experiences) and group/social differences (i.e. race/ethnicity, class, gender, gender identity, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)
- A diverse community promotes creativity, and fosters new ideas and ways of looking at the world
- Diversity is essential for success in the workplace
- Bilingualism and multilingualism are assets

Diversity in Operation

Embracing diversity can only occur if it is present in the everyday life of a school, and at all levels. At LCCPS, we commit to the following practices that embody our belief that diversity is one of our greatest assets:

- Students learn about diversity and diverse cultures, not solely through events but also through having diversity embedded across the curriculum and disciplines
- Diversity of thought is promoted through debate, discussion, and dialogue. Commonalities and differences are intentionally and openly discussed
- School leaders, faculty and trustees engage in developing their cultural competency as part of their regular practice
- The school community is ever mindful of using language that is inclusive, and that does not intentionally or unintentionally demean another's identity
- The school's entrance, hallways, classrooms, and gathering spaces reflect the diversity of enrolled students and the school community
- The professional faculty and staff and the board of trustees represent the diversity present among students, parents, caregivers, and the community



July 30, 2018

On behalf of the Board of Trustees, the faculty and staff, and the families and students of Lowell Community Charter Public School (LCCPS), I am proud to present the school's 2017-18 Annual Report. This year has marked several changes, with a new Executive Director, a new 5 Year Strategic Plan, and a new Organizational Structure. It has been my last year on the board, and I am proud to say the school continues to thrive and embrace a thoughtful cycle of improvement.

This year we involved the entire school community of parents, students and staff in a comprehensive review of our current status as an organization, and we would like to thank Bellwether Education Partners for their assistance in developing a challenging and visionary 5 year strategic plan for LCCPS. Our vision for the plan says it all:

LCCPS will provide its diverse, multi-cultural student body with excellent academic and social experiences that cultivate in them the skills and dispositions to be curious learners, confident leaders and to have impact on the social justice issues of their communities and the world.

LCCPS will become an exemplar for achieving excellent student outcomes for other schools in MA and beyond, and will embark on innovative ways to expand its impact beyond its walls.

Our goal priorities informed by our new Strategic Plan are as follows:

- 1. Develop a cohesive vision for school culture that is empowering and honors the multicultural student body and school community.*
- 2. Tighten grade level specific academic programming to optimize the student experience throughout an LCCPS career*
- 3. Develop a world-class talent system.*
- 4. Build an effective, sustainable organization.*

In order to achieve our goals, we have shifted our organizational structure for the 2018-19 school year to include additional teaching staff in the areas of Art and World Culture. This will enhance our ability to make interdisciplinary connections for students between core academic subjects and our specialist classes. We have also added 2 Assistant Principals and an Adjustment Counselor. We also moved to shift from an in-house dedicated HR department to an outsourced HR firm, supported by an organization model that includes a Chief Operating Officer who will oversee HR, Finance and Operations. These moves are meant to show a renewed focus, in time and resources, toward improving our ability to support both teachers and students in the most meaningful ways.

We are aiming to be more proactive and supportive in building the culture in which our students and teachers can thrive, where there is a blend of setting high expectations, and giving everyone the feedback, support and mindset to improve and build strong positive and professional relationships in the process.

We will be devoting time to building social justice opportunities for our students across the school as part of our curriculum. Science instruction and the building of our program to meet the new standards in compelling ways is another focus. We are looking forward to having more time in our professional development with the addition of 8 half days during the school year to allow staff to collaborate on reaching the goals we have set.

All of these improvements show that we are responsive to the expressed needs of our teachers, parents and students for our school going forward.

Overall, we are looking forward to building upon our successes and moving the school forward to reach our ambitious goals to be a leader in the Massachusetts Charter School community. We are proud to share our annual report with you.

Sincerely,

Hung Mai
Chair, Board of Trustees
Lowell Community Charter Public School

Faithfulness to Charter

Mission and Key Design Elements

LCCPS has evolved and grown throughout its long history. Along the way, many things have changed. As we look to the future, we anticipate that we will continue to evolve and to grow. However, what will not change is our laser focus on our mission and values. Our evolution has always been informed by our dedication to fulfilling the terms of our charter and serving our diverse multicultural student body. Our focus on leadership, achievement and excellence in all areas has informed the implementation of our mission statement in recent years. Our celebration of diversity continues to be a primary element of our culture and a foundation of our school community. As we continue to work to improve the ways in which we prepare our students for success in high school and beyond, these elements continue to underpin our work in critical ways. We are set to embark upon a new strategic plan that will guide our work over the next five years and one that is deeply rooted in the school's key design elements.

Promotion of Student Leadership Skills

At LCCPS this year we continued our goal of having 95% of our students serving in a leadership role and achieved this goal with over 97% of our students serving in a leadership role. Our students continue to be active participants and leaders in our school assemblies taking on roles such as emcee, performer and organizer. We have fostered avenues for student leadership through our Student Lighthouse teams, which were expanded from the middle school to include K-4th grade. An eighth grader approached the Principal to do a Peace Walk instead of a walkout day in conjunction with the response to the Parkland shooting. Leadership Day, which was planned by the 8th grade Lighthouse team, began with a Peace Walk through downtown Lowell followed by a student led assembly and leadership activities with our upper grade and lower grade buddy rooms getting together to complete activities centered on kindness. We continue to have a Lighthouse board for school wide leadership roles and each of our lower school rooms have a leadership roles board.

Cultivating and Sustaining Parent Engagement

There is a shared mindset at LCCPS of parents as partners in the work of educating the whole child. Parents were invited in before the school year even started to meet with teachers during which teachers heard from parents what they valued in the education of their child and their wishes and hopes for the school year. With a new Executive Director, the primary focus was to build a base of trust and open communication with families especially as we headed into a new five year strategic planning process. Three informational listening sessions were held with parents to hear from them their concerns and desires regarding the school moving forward. A parent survey was sent out (including translated versions as needed) as an integral part of the Executive Director's entry plan in which parents responded to a couple of core questions to elicit their feedback and thinking. Additionally, four parents served on the LCCPS Strategic Planning Committee taking an important role regarding future parent engagement planning and the key priorities of the institution looking ahead to the next five years.

Currently we have a School Parent Alliance that is a body of parents that school leaders update every month about the happenings at LCCPS. As we begin our 2018-2019 school year, we will be soliciting parents to become classroom liaisons to help us reach more families per class and per grade to engage in various activities throughout the school year. Within our SPA, we will offer Parent University workshops. Throughout the last school year SPA provided parents with information regarding stress management, high school transitions for our 8th grade, the LCCPS strategic plan and our district emergency preparedness/school safety. As we move forward into our upcoming school year our workshops will focus on activities such as Leader in Me, stress management, study skills, and Internet safety. SPA will also be creating President and Vice President positions in an effort to partner more closely with parents. These

parent leaders will help LCCPS with fundraising activities throughout the school year. We will continue to send out the automated calls to families for reminders and important messaging and translate our materials that go home to parents in Spanish, Khmer, and Portuguese. The Director of Student & Family Engagement will continue to be the main point of contact for the SPA and will work closely with the classroom liaisons and other parent leaders. We will be re-instituting a monthly newsletter that will go home electronically. Lastly, we will be working with parents to ensure that everyone has an email account as we are striving to be a paperless school.

Development of Global Citizens, Celebration of Diversity and Mutual Respect

LCCPS continues to provide our students and staff with multicultural assemblies throughout the school year which promote equality and inclusion. All assemblies honor and acknowledge our many cultures that make up our diverse learning community. As we continue, our cultural competency work will build on the knowledge of the cultural norms of our students and parents so that we are more culturally aware and culturally proficient in our educational practices and have a deeper understanding of how to navigate and nurture our relationships with students and parents around education. Through our classroom literature, academics, community service, advisory, language and modeling, we will enhance the development of global citizenship of our students. The cultural assemblies include, but not limited to the following: Black History Month, A Festival of the Americas, Celebrate Africa, Asian American Pacific Islander Heritage Month, and Winter Wonderland: Celebrating Winter Holidays Around the World.

Rigorous Curriculum, High Quality Instruction with High Engagement in Active Learning

At LCCPS, we pride ourselves on providing a rigorous, consistent, meaningful and comprehensive curriculum with high expectations and engagement for every student. There is a focus on having the curriculum and in particular the literature students read reflect their lives, experiences and cultures. Our curriculum combines a focus on mastery of core academic standards with higher-level critical thinking and writing skills. Supports and scaffolds are provided for students as needed, but clear and high expectations are held for all with a permeating mindset that all students can learn and be successful. This year, we focused on this key design element in the following ways:

- Continued refinement of the architecture of the LCCPS ELA thematic units, including our work with Atlas Rubicon and the addition of new middle school units with a focus on relevant and multicultural issues. These additions include units on human rights, the race to incarcerate and refugees. Thematic units have been completed for all grades K-8 in ELA with a schedule for consistent revision. Additionally, core grade level projects continue to be developed and refined such as the 8th grade oral history immigration project and the kindergarten community helpers book focused on local Lowell leaders and community helpers.
- Second year in the adoption of the Pearson enVision 2.0 math program K-8 and the Pearson Middle School Social Studies and Science programs.
- Continued focus on writing across the curriculum, including performance tasks developed to target skills within narrative, information and opinion/persuasive writing.
- A robust professional development program that included work with Kagan, Empowering Writers expository writing, cultural competency and the transition to MCAS 2.0
- Execution of a school-wide positive approach to MCAS 2.0 testing and preparation including a MCAS Pep Rally celebration.
- Addition of Chromebooks in 3rd grade, creating a 3rd-8th grade one-to-one Chromebook program to help increase engagement as well as writing and online testing skills.
- Use of leadership notebooks in grades K-8 to help drive a classroom culture based on goal setting and the use of data to drive growth.
- System of supports including team leaders, curriculum leaders and coaches to provide support to teachers regarding high quality instruction and student performance.

Promoting Student Opportunities to Give Back to the Community

At LCCPS this year student community service was tracked for our Middle School students. We partnered with an outside non-profit, Aaron’s Presents, through which students applied to complete a project that benefited at least one person. Over one hundred students completed thirty-four projects through Aaron’s Presents this past school year. The projects ranged from donating to families in homeless shelters and washing dishes and doing laundry at the MSPCA to visiting nursing homes and running soccer clinics for young children. We had other opportunities within the school for students to volunteer to complete community service hours and we encouraged all of our eighth grade students to complete at least 10 hours of community service.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
Not applicable		

Access and Equity

The LCCPS data for both in and out of school suspension rates indicates the following subgroup breakdown by student percentage: 3% multi race, 3% Asian, 35% African American/Black (which is down from 50% 1 year ago) and 59% Hispanic students (which is up from 50% one year ago). However, our Hispanic student population also makes up 46.8% of LCCPS’s overall student population. In an effort to reduce the number of in-school and out-of-school suspensions, LCCPS is taking measures to educate, support, and provide all staff and teachers with conflict resolution skills and strategies. We are doing that hand-in-hand with work around cultural competency and how our cultural lens impacts the decisions, including behavior management, which we make in the classroom.

Throughout the past year LCCPS has created a protocol for teachers when seeking student support. This work is being further developed for next year including tiered levels of infractions with aligned consequences, classroom strategies for teachers, continuing to incorporate outside support from a BCBA to perform observations and provide recommendations for students, the promotion of social conferences with teachers and students to mend relationships, soliciting more parental support, and hiring an additional school counselor and two assistant principals to assist with supporting and mentoring students and teachers. As we move into the new school year we are providing teachers with a Kagan Cooperative Learning professional development, Win-Win Discipline, which focuses on creating a positive classroom culture. Additionally, the creation of schoolwide belief systems and practices and implementation of a positive behavior support system are key priorities in the new five year strategic plan.

Dissemination Efforts

The school was involved in various dissemination efforts as part of its responsibility to share best practices with a wider educational community (see Attachment D for further detailed information).

Academic Program Success

Student Performance

Lowell Community Charter Public School's District Report Card Link:

<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2017&orgcode=04560050>

Lowell Community Charter Public School has seen an increase in MCAS scores over the past six years. This positive trend continued with the implementation of MCAS 2.0 with the school scoring quite well in comparison to the state, similar subgroups and the sending district. The school continued to implement MCAS computer-based testing for all grade levels. For the 2017 release of MCAS scores, the school measured its success in comparison to like subgroups given the lack of the usual MCAS performance rating data due to the statewide testing transition. The majority of grades reached high level percentiles within their category as noted below. Both the ELL and High Needs subgroups in the aggregate scored over the 80th percentile in both ELA and Math.

LCCPS 2017 MCAS ELA and MATH: Percentile Rankings by Subgroup

ELA				Math			
Grade	ELL	SPED	High Needs	Grade	ELL	SPED	High Needs
3rd	73	47	50	3rd	73	58	64
4th	93	49	81	4th	92	61	90
5th	90	66	80	5th	89	79	90
6th	97	76	95	6th	94	91	97
7th	95	45	88	7th	96	31	90
8th	95	81	82	8th	91	81	86
All 3-8	86	59	82	All 3-8	84	67	89

Additionally, the school's African American/Black and Hispanic subgroups scored above the 50th percentile across all grades as noted below, showcasing the strength of our academic program in meeting the needs of our students.

LCCPS 2017 MCAS ELA and MATH
Percentile Rankings by Racial Subgroup

ELA			Math		
Grade	Afr. Am	Hispanic	Grade	Afr. Am	Hispanic
3rd	61	55	3rd	82	61
4th	95	85	4th	97	92
5th	91	70	5th	96	77
6th	75	86	6th	95	90
7th	82	66	7th	89	68
8th	89	81	8th	94	68
All 3-8	85	64	All 3-8	95	71

LCCPS also saw growth measured by additional internal assessments. The school achieved its stretch accountability plan goal (85% of classrooms meeting or exceeding goal) as noted in the chart below. This also includes classrooms reaching and surpassing the classroom mean goal of 75% as we work to measure student achievement and growth as we recognize that some students may show smaller growth but higher achievement. The data measures take into account both growth and achievement and the Galileo testing infrastructure is working to more tightly align with the new MCAS 2.0 design. This includes a more rigorous testing structure in the non-MCAS grades to better support the 3rd grade expectations as well as the new technology-enhanced items. Continued work next year will include the development of formative assessments to help drive teaching and learning in between the benchmark assessments and better familiarize our 1st graders in particular with the testing structure. Additional Galileo data can be found in Attachment A.

Galileo Aggregate Results School Year 2017-18		
ELA/Reading Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
36	8%	92%

Galileo Aggregate Results School Year 2017-18		
Math Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
36	11%	89%

The school administered DIBELS, BAS, and Dolch Word testing in addition to unit tests, math fact fluency assessments, writing performance tasks and other quizzes and projects. The Dolch scores using the LCCPS Dolch system continued to be strong with an average of 97% of second graders mastering the traditional K-3 sight word list by the end of 2nd grade. Students in first grade and kindergarten made incredible growth through the year as noted below.

Dolch Growth 2017-18		
Grade Level	Fall 2017 Mean (%)	Spring 2018 Mean (%)
Grade K	14	67
Grade 1	68	92
Grade 2	90	97

LCCPS completed its third year implementation of the new Fountas and Pinnell Benchmark Assessment System to assess individual student reading levels and measure interim progress. Students set individual growth goals and tracked their progress towards grade level benchmark attainment. We worked hard to achieve our target of 75% of our students meeting these rigorous reading goals by year's end. The work will continue next year with a focus in guided reading across the elementary school.

Benchmark Assessment System Growth 2017-18		
% Students Meeting/Exceeding Goal		
Grade Level	Fall 2017	Spring 2018
Kindergarten	N/A	86
1 st Grade	67	78
2nd Grade	64	83

Program Delivery

Academic Program

The Academic Program continued to be strengthened and revised during the 2017-18 school year. The curriculum is seen as a living document that is under consistent review to better align with the needs of students, the new MCAS 2.0 expectations and the school goals around cultural competency. Our professional development program supported our academic program efforts through trainings on Kagan Cooperative Learning, Keys to Literacy, Empowering Writers and bar model drawing. The following are key changes to the academic program that occurred during the 2017-18 school year:

- Second year of the school-wide implementation of the new upgraded math Pearson enVision 2.0 program for all grades K-8. This included a robust technology component and online testing in grades 4-8. We continued to offer an Algebra One course for our advanced 8th grade cohort.
- Addition of ELA thematic units in the middle school anchored in current social issues including the 5th grade human units study and the 7th grade refugee unit.
- Second year of implementation of a new Social Studies program in grades 6-8 that greater reflected the content literacy demands of the Common Core as well as updated content and technology. All middle school Social Studies classes utilized the Pearson text for the corresponding grade level and content. Core projects such as the 6th grade World's Fair and the 8th grade Oral History Immigration project continued to be cornerstones within the program.
- First year implementation of the new Pearson Science program customized for Massachusetts Middle Schools following the pilot the previous year.
- Further refinement and development of the LCCPS ELA common performance tasks with an emphasis on writing, both more involved process pieces and writing in response to text. Empowering Writers training, with a focus on informational writing, bolstered this work.
- Year three adoption of a new reading level assessment, the Benchmark Assessment System, and a continued focus on guided reading through coaching sessions.
- Additional Chromebooks added to our 1-1 technology initiative with students in grades 3-8 involved in a 1-1 Chromebook program, which had direct connections to our work in writing and the implementation of new technology based curricular programs.
- Development of MCAS 2.0-aligned performance tasks and a MCAS preparation framework that was aligned with available information regarding the new testing structure.

Support Services Program

During the FY17-18 school year, our special education department focused on co-teaching and inclusive strategies within the general education classes. We provided professional development for general and special education teachers that focused on the six models of co-teaching, developing and utilizing a common language and establishing schedules that included structure and planning blocks. Through the school year our Co-Teaching Coach completed classroom observations, provided feedback and summarized observations for the Academic Leadership Team. Moving forward the goal is to continue to increase and institutionalize co-teaching practices.

Beginning in 2016 we partnered with the Mass Charter Model Demonstration School to identify a school improvement goal. We used this partnership to pilot a modified fourth grade ELA curriculum to support the demonstrated needs of a group of ten fourth grade students who were working significantly below grade level. The team designed an ELA curriculum and reading objectives that allowed students opportunities to have extended exposure to material. The structure for instruction included having students attend a 90-minute block that was supported by the Reading Interventionist, Special Education Teacher and Paraprofessional. It was decided that the 4th grade special educator would loop with students to 5th grade. In FY18 the teacher strategically began establishing student connections with the general education teacher providing another positive experience for students. The schedule was more fluid allowing student inclusion or pull-out sessions depending on the lesson. As this group of students

transition to 6th grade, the team has intentionally planned for these students and continues to recommend successful strategies allowing students to receive their ELA instruction within the least restrictive environment.

Cultural Competency

LCCPS continues to take steps on the journey of cultural proficiency. Regis Shields of RAS Consultants, Incorporated and Sonya Patton, Director of Student & Parent Engagement of LCCPS have been the trainers for the competency professional development. The training was set up in three modules including Awareness, Knowledge and Skill, which all staff will have studied over a three-year period. Our awareness study included seeing ourselves as individuals and how our biases, values, beliefs and privilege impact our relationships with each other, students, parents and the general school community. Knowledge involved an understanding of the cultural norms of our students and parents so that we grew more culturally sensitive in our educational practices and have a deeper understanding of how to navigate our relationship with students and parents around education. We have completed the Awareness and Knowledge modules and are moving in our Skill module for this upcoming year. We are working on ways to incorporate staff in a more global way to implement the knowledge we learned to inform our teaching practices, curriculum and our daily work with students.

Extended Day Program

Our extended evening program provides homework assistance, and reinforcement support in the subjects of math and reading. In addition to academic support, the program provides physical exercise, community service, team building, social and leadership skills, and opportunities to implement what students have learned. Through the program's community partners from Lowell and the surrounding areas, and internal staff created clusters, students can participate in enrichment activities. The partnerships foster youth development in the areas of community building and empowerment. Moreover, our program works to build a strong relationship with parents and informs them of their child's experience in the program. Our evening program runs daily from 3:30pm to 6:00pm. Currently our program cost is \$25.00 per week per student.

Social Emotional Learning

This year we began a greater focus on our work educating the whole child with a lens of social emotional learning. We partnered with PEAR (Partnerships in Education and Resilience) to assess the social-emotional development of our 6th-8th graders through the use of their Holistic Student Assessment tool. The instrument is based on PEAR'S CLOVER model, which describes student development as the interaction between four "leaves" including active engagement, assertiveness, belonging and reflection. Grade level teams then identified specific areas of relative weakness to focus on and bolster through advisory and homeroom community meetings and discussions. PEAR staff also led two all staff trainings including an engaging presentation on the effects of trauma on students' development and behavior. The school also continued its work with the Franklin Covey Leader in Me program to continue to develop the 7 habits (be proactive, put first things first, think win-win, begin with the end in mind, seek first to understand then be understood, synergize, sharpen the saw) and grow the leadership skills and personal vision of all students. Key activities included morning meetings, leadership roles, personal and class mission statements and individual goal tracking with student leadership binders.

A series of workshops were prepared and presented to parents with goals of providing training, support and problem solving. The Director of Student Support Services, our consulting BCBA and our related services providers supported the series. While parents attended a workshop, a student activity was also provided in hopes of encouraging parent involvement. In January the workshop topic was Positive Behavior Supports. The discussion included how to structure your child's day, praise and reinforcement, managing screen time and proactive tactics. In March the workshop topic focused on helping parents to understanding their child's disability. The presenters shared information about ADHD, autism, anxiety

and social emotional learning. The workshop also focused on how to manage challenging behaviors. The workshop in May centered on teaching children self-control. The discussion included how to handle aggressive behaviors, handling power struggles and enhancing children's self-esteem. The parents were offered opportunities to provide feedback that will be considered when scheduling the FY19 Workshop Series.

Organizational Viability

Organizational Structure of the School

This year LCCPS entered into the process of creating its next Five Year Strategic Plan. With a new Executive Director joining the school, both he and the board agreed that it would be wise to attach an Organizational Review to the RFP for the Strategic Plan. Bellwether Education Partners were selected for both the Strategic Plan and the Organizational Review, and work on this began during the snow days that came in January and February.

Bellwether led a comprehensive effort of interviewing board members, leadership, teachers and staff, parents and students as part of their process to get to know the school and community in a short amount of time. They also reached out to a number of Executive Directors from other Massachusetts Charters similar to LCCPS - (600-900 students, single site charter, over 100 employees), to be able to compare the variety of organizational structures and begin to note any trends. Based on their recommendations, the board and ED supported eliminating our in house HR department and adopting a structure that includes the creation of a Chief Operating Officer who would oversee HR, Finance, Technology, Development, and Operations. Also based on Bellwether's recommendation, HR Knowledge, a Massachusetts company who supports 40 of the 80 Charters in the state, was hired to support LCCPS starting in May. The COO position was filled during the summer of 2018. The revised organizational chart is included in Attachment E.

Teacher Evaluation

This year our administrative team increased our efforts to provide a timely, consistent and relevant observation/feedback cycle and were able to get into classroom more often. Our Executive Director, Principal, Assistant Principal, Director of Student Support and Chief Academic Officer completed a calibration exercise to help teachers focus in on the specific elements of the Teacher Rubric that were considered to be most relevant in fostering the type of instruction LCCPS was seeking to promote. This "highlighted" version of the DESE Teacher Rubric was shared at a professional development session devoted to goal setting at the beginning of the school year. Teachers were then able to consult a more specific list of elements to consider for their self-evaluation, and goal setting exercises.

The LCCPS system is organized around a five-step cycle required to build capacity for reflection, goal setting and high expectations.

1. Self-Evaluation
2. Analysis, Goal Setting, and Plan Development (includes team and individual goals)
3. Implementation of the Plan
4. Formative – mid-cycle assessment / Evaluation
5. Summative – end of year evaluation ratings for every teacher are determined, even for those on a two-year plan. However, their summative report is at the end of two years

LCCPS added a goal/evidence reflection form for educators to complete, which begins the self-assessment process for the next year. Additionally, the classroom walkthrough form was modified to better meet our needs and provide more relevant feedback to teachers.

Budget and Finance

Unaudited FY18 statement of revenues, expenses, and changes in net assets (income statement)

Lowell Community Charter Public School
Statement of Revenues, Expenses for the Year Ending June 30, 2018
UNAUDITED

Operating revenues:

Tuition	\$	10,399,722
Federal and state grants		740,972
Nutrition revenue		547,084
Medicaid reimbursement		92,031
Before and after school program		66,551
In-kind education materials		-
On-behalf fringe benefits		-
City provided transportation services - in kind	=	
Total operating revenues		<u>11,846,360</u>

Operating expenses:

Salaries		7,104,385
Payroll taxes		301,768
Fringe benefits and staff development		994,094
Office supplies and expenses		103,648
Professional development		114,961
Dues, subscriptions and licenses		49,783
Recruitment/advertising		5,169
Travel staff/board		1,919
Contracted and professional services		250,599
Instructional technology		164,247
Educational services, supplies and expenses		328,586
Testing and assessment		8,453
Depreciation		442,088
Food services		401,702
Athletic and student services		31,401
Telephone and utilities		220,675
Maintenance of buildings and grounds		65,549
Facilities and occupancy costs		274,238
Insurance		26,425
Miscellaneous		<u>11,698</u>
Total operating expenses		<u>10,901,388</u>

Operating income/(loss)	<u>944,972</u>
<i>Nonoperating revenues/(expenses):</i>	
Contributions and other income	33,670
Contribution from Foundation/(to the School)	-
Interest expense	(332,837)
Interest income	1,585
Fundraising expense	<u>(20,004)</u>
Net nonoperating revenues/(expenses)	<u>(317,586)</u>
Change in net position	627,386
Net position, beginning of the year as previously stated	2,487,902
Prior period adjustment	=
Net position, beginning of the year as restated	<u>2,487,902</u>
Net position, end of the year	<u>\$ 3,115,288</u>

Statement of Net Assets for FY 18 (balance sheet)

Lowell Community Charter Public School
Statement of Net Position June 30, 2018
UNAUDITED

Assets

Current Assets:

Cash and cash equivalents	\$ 2,349,197
Accounts receivable	41,404
Grants receivable	140,553
Prepaid expenses	<u>15,885</u>
Total current assets	<u>2,547,039</u>

Noncurrent Assets:

Cash and cash equivalents, restricted	264,000
Capital assets, net	<u>11,483,159</u>
Total noncurrent assets	<u>11,747,159</u>
Total assets	<u>\$ 14,294,198</u>

Liabilities and Net Position

Current Liabilities:

Accounts payable	\$ 22,262
Accrued expenses	564,536
Mortgage payable - Boston Private - current portion	-
Mortgage payable - Lichoulas - current portion	<u>-</u>
Total current liabilities	<u>586,798</u>

Noncurrent Liabilities:

Mortgage payable - Boston Private - net of current portion	6,475,274
Mortgage payable - Lichoulas - net of current portion	756,080
Bond payable - QZAB	3,300,000
Foundation liability	<u>60,758</u>
Total noncurrent liabilities	<u>10,592,112</u>
Total liabilities	<u>11,178,910</u>

Net Position:

Net investment in capital assets	891,047
Unrestricted	<u>2,224,241</u>
Total net position	<u>3,115,288</u>
Total liabilities and net position	<u>\$ 14,294,198</u>

Approved School Budget for FY19

Approved Budget	<u>FY2019</u> <u>Budget</u>
REVENUES	
Tuition - DOE	10,691,897
Federal/State/Other Grants	686,948
Food Service Fed/State Reimb	590,881
Medicaid Reimbursement	112,200
Development Fundraising	100,000
Before/After School Program	109,750
Other Income/Student Fees	<u>10,200</u>
TOTAL INCOME	12,301,876
TOTAL PERSONNEL COSTS	9,217,436
TOTAL STUDENT SUPPORT EXPENSES	977,103
TOTAL FACILITIES	947,270
TOTAL TECHNOLOGY	221,000
TOTAL ADMINISTRATIVE EXPENSE	402,067
DEPRECIATION	<u>412,000</u>
TOTAL EXPENSE	12,176,876
SURPLUS/(LOSS)	<u><u>125,000</u></u>

Capital Plan for FY19

Facilities Update

This year the school hired Jacobs Project Management to help make progress with a number of building projects. Currently we are in the process of replacing our gym floor, as the old one was creating a hazard for our students. American Sport Flooring was hired to complete the work. This project was aided by a 30K grant from the Amelia Peabody Foundation.

It was discovered that the school was required to install soundproofing in the ceiling of the new middle school wing as part of the purchase and sale agreement from 2014. Colonial Soundproofing has been hired and the work is also currently underway this summer.

Our HVAC system in Mill 6 has become a clear issue, and LCCPS is now in the process of developing a plan to upgrade and add AC. One of our 13 30+-year-old air handlers in the library failed, and caused us to cancel library for several weeks in December. We are pursuing grant opportunities for this work, but the school also has several hundred thousand dollars in its capital fund to put toward this work. We anticipate using Jacobs to assist us in the planning and execution of this work during the summer of 2019.

We currently are planning to do bathroom upgrades (ADA), address the loose brick situation around the building and in the playground, and install a backup generator during FY 2019.

Technology Plan

Our school continues to maintain a 1-1 ratio of Chromebooks to students in Grades 3-8 as part of our overall plan for technology with a focus on supporting online testing as well as integration of technology across the curriculum. The school was recently awarded a 30K technology support grant from the Van Otterloo Foundation to help fund new Chromebooks for all students in grades 3-8. Additionally, we purchased an additional technological system that facilitates the streaming and sharing of meetings and professional development sessions virtually as part of our dissemination grant efforts.

APPENDIX A
Accountability Plan Evidence

Objective: LCCPS will promote the development of leadership skills for all students			
Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
95% of students in grades 3-8 will perform a minimum of one leadership role during each academic year.	Leadership roles at LCCPS range from classroom jobs in the lower grades to specific roles which have job descriptions and must be applied for by students in the upper grades. Appointment to the roles may be competitive. Examples include photographers at school events, greeters, tour guides, leaders of committees, membership in Lighthouse team or student council, etc. Leadership roles will be tracked through entries in individual student leadership notebooks, a copy of the application or of the confirmation that a student has been chosen for a job. The school tracks student leadership roles school-wide and graphs the progress throughout the year based on teacher reporting.	Met	97% of students held a leadership role during the school year. Students tracked their leadership roles in their leadership notebooks and the data is tabulated.
Each spring, 95% of students in grades 3-8 will lead a parent teacher conference, reporting on their goals and progress.	Every student will lead a parent/teacher conference at the April report card meeting. Teachers will facilitate the conference by preparing students for the meeting. Student-led conferences will be tracked by teachers through an entry in student leadership notebooks and using our report card conference tracking forms.	Met	95% of students led a parent conference centered on their progress and growth as a student and a leader. Parent attendance was tracked in leadership notebooks and tabulated by teaching staff.
At least 40% of parents will respond to a parent survey in the spring. Of those surveyed, 75% answer affirmatively that their child's awareness of leadership skills has increased due to the Leader In Me program and school focus on leadership.	This survey item will be part of the annual spring parent survey or part of the student led conference. <i>"My child's awareness of leadership skills has increased due to the school's focus on leadership."</i> Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	97% of parents answered affirmatively in the annual parent survey that their child's awareness of leadership skills has increased (see Attachment C). 75% of the parents completed the survey.
Each spring, there will be a student-led assembly that celebrates student leadership. Student leadership awards will be given at this assembly – there will be two such awards for each grade level.	The yearly calendar will include this assembly; a program from the assembly will be kept on file, along with a list of leadership award winners. Students are nominated by faculty and staff. The LCCPS Lighthouse team makes the choice based on a common set of criteria after reviewing the nominations.	Met	There was a school-wide leadership assembly this year held on May 2, 2018 that was combined with a schoolwide Peace Walk. The assembly included the recognition of student leadership.
Each year, the school will be recognized for evidence of student leadership by an external source.	LCCPS will attain and maintain Lighthouse status as granted by Franklin Covey Education, The Leader In Me, a recognized authority in leadership education. This status will be reviewed and re-granted on an annual basis.	Met	The school maintained its Lighthouse Status as awarded and monitored by Franklin Covey Education.

Objective: LCCPS will create a culture and environment which fosters a celebration of diversity, with respect and understanding of world cultures as well as global awareness.			
Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
The school will hold 5 cultural celebrations, highlighting Khmer, Latino, African, African-American themes and one global theme during each academic year that will engage the K-8 student population.	The school calendar will include these cultural celebrations and programs and other materials from the assemblies will be maintained.	Met	The 5 cultural celebrations were held and records of the events were maintained.
80% of 7 th and 8 th grade students will answer affirmatively that the school fosters a sense of cultural understanding, personal identity and leadership. 95% of 7 th and 8 th grade students will take the survey.	These items will be part of the annual student bullying survey. <i>“At LCCPS, I learn more about myself and others.”</i> <i>“At LCCPS, I learn about leadership skills.”</i> <i>“At LCCPS, I learn about cultures that are different from mine.”</i> Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	97% of 7 th and 8 th graders completed the survey. 93% of 7 th and 8 th graders answered affirmatively “At LCCPS, I learn more about myself and others.” 92% of 7 th and 8 th graders answered affirmatively “At LCCPS, I learn about leadership skills.” 93% of 7 th and 8 th graders answered affirmatively “At LCCPS, I learn about cultures that are different from mine.”
90% of faculty will participate in two professional development opportunities that will build their cultural competence each academic year.	Attendance at professional development events is tracked and maintained by the Human Resources department.	Met	The entire faculty participated in two ½ day cultural competency trainings as well as five afterschool staff meetings focused on topics such as implicit bias, stereotypes, identity development and micro aggressions.
Objective: LCCPS will sustain a culture that values and builds parent engagement			
Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
90% of parents/families will attend two parent-teacher conferences each academic year.	Parent attendance will be tracked with a parent conference attendance form and by the collection of signed report cards. There are three possible conferences: August, before school begins; November and April parent teacher conferences. The April conference is a student-led conference	Met	Attendance at parent-teacher conferences was strong this year with over 90% of parents attending two or more conferences this year.

<p>At least 40% of parents will take the parent survey. Of those parents, 80% will answer affirmatively that they are satisfied with the communication efforts made by the school.</p>	<p>This question will be part of the annual parent survey. <i>"I am satisfied with the school's efforts to communicate with families."</i> Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree</p>	<p>Met</p>	<p>96.8% of parents surveyed through the annual parent survey answered affirmatively that they were satisfied with the communication efforts made by the school (see Attachment C). 75 % of the parents completed the survey.</p>
<p>The school will offer 5 training/education workshops each academic year and a minimum of 100 parents will attend these workshops each year (in total).</p>	<p>Attendance will be tracked for each workshop and materials from the workshops will be maintained.</p>	<p>Met</p>	<p>Five parent workshops were offered this year. Parent attendance is tracked for all meetings offered throughout the year and over 100 parents attended. A range of workshops were offered including:</p> <ul style="list-style-type: none"> • Stress Management • High School Transition • LCCPS Strategic Planning • Managing your Child's Health Concerns: Asthma and EPI Pens • School Safety and Emergency Preparedness • Teaching Children Self Control • Positive Behavior Supports

Objective: LCCPS will provide high quality instruction, rigorous and content-rich curriculum to promote high engagement in active learning

Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
<p>100% of teachers will be observed and receive feedback regarding student engagement during each academic year. 90% of teachers observed will show high (3, 4 or 5) levels of student engagement.</p>	<p>These observations will utilize the observation checklist in TeachPoint, a specific rubric for student engagement in class with scores ranging from 1 to 5.</p> <ul style="list-style-type: none"> - 1: Class is unengaged, fewer than 25% actively engaged - 2: Class is partially engaged, up to 45% engaged - 3: Class is engaged, asking questions, doing the work, participating – at least 65% - 4: Class is highly engaged, fewer than 20 % are unengaged, or not participating - 5: Class is fully engaged, nearly 100% actively participating and actively involved - 	<p>Met</p>	<p>All teachers were observed and received feedback with their observations and evaluations tracked in TeachPoint. Over 90% of teachers received ratings of 3 or more regarding student engagement.</p>

Objective: LCCPS will share strategies with local and state school leaders used to close the achievement gap; LCCPS will share strategies for building a culture of leadership; LCCPS will continue to share our approaches to building a culture that celebrates diversity

Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
<p>Each year, a minimum of 2 school leaders will present at local or state meetings regarding best practices.</p>	<p>Materials from presentations will be maintained.</p>	<p>Met</p>	<p>School leaders presented at the following meetings and workshops this year.</p> <ol style="list-style-type: none"> 1. A team of three people including a member of leadership presented at the National Association of Multicultural Education (NAME) conference on our school's approach to multicultural education. 2. Our kindergarten team leader presented on our approach to building student leadership at the regional Staff Development for Educators (SDE) training. 3. Our DESE literacy grant team presented on the school's approach to addressing the needs of its ELL population through development of the listening and speaking standards. 4. Our kindergarten and first grade team leaders presented at the Chittick Elementary School in Boston regarding our sight word assessment structure. 5. Our Chief Academic Officer presented at the Chittick Elementary School in Boston regarding our approach to MCAS preparation.
<p>During the term of the charter, LCCPS will host three meetings to share best practices with local and state educators.</p>	<p>Materials from presentations will be maintained along with attendance logs for these events.</p>	<p>Met</p>	<p>The school hosted a couple of meetings and trainings this year in order to share best practices including Kagan Cooperative Learning and the Leader in Me 7 Habits. Additionally, a series of meetings were held with Boston Public School leadership as part of the school's dissemination grant.</p>

Leadership will contribute to a blog on best practices and the wider educational community with at least 1 entry/ month.	The blog will be maintained on the school's website and disseminated through social media.	Met	The Leadership Team contributed to a monthly blog that is featured on the school's website.
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Reach Objectives and Measures related to Mission and Key Design Elements (*optional*):

Objective: Students will annually show growth in meeting grade level standards on the Galileo assessment			
Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
85% of classes in grades K–8 will meet or exceed the targeted growth goal in grade level math standards by the end of each academic year as measured by Galileo Benchmark testing. Data will be reported by class.	Galileo measures individual student growth and class growth, with accompanying targets for both. The goal will be met per classroom with 85% of classrooms meeting or exceeding the growth target in end of year testing.	Met	89% of the classrooms met the growth target or achieved an overall class mean of 75% or more, evidence of either strong growth, strong achievement or both (see Attachment A).
85% of classes in grades K–8 will meet or exceed the targeted growth goal in grade level ELA standards by the end of each academic year as measured by Galileo Benchmark testing. Data will be reported by class.	Galileo measures individual student growth and class growth, with accompanying targets for both. The goal will be met per classroom with 85% of classrooms meeting or exceeding the growth target in end of year testing.	Met	92% of the classrooms met the growth target or achieved an overall class mean of 75% or more, evidence of either strong growth, strong achievement or both (see Attachment A).
Objective: LCCPS will develop a community service component to our middle school			
Measure	Kinds of data gathered/data collection plan:	Met/Not Met	Evidence
Each year, 6 th , 7 th and 8 th grade students will have the opportunity to perform community service either within the school or externally. It is our goal to find, create and build opportunities for each student. We will grow the opportunities each year. Community service is defined as work that helps someone else in the school or local community. By 2020, 95% of 8 th grade students will have performed at least 10 hours of community service before they graduate from LCCPS.	Student community service hours will be tracked with a community service record form and students will also complete reflections on community service that will be maintained.	Partially Met	Students tracked their community service hours and many students were deeply involved with the non-profit organization Aaron's Presents. 68% of 8 th grade students completed 10 or more hours of community services which is a small increase from the 66% last year. An increased focus on community service and the Middle School culture overall will be a priority for next year. Additional oversight and support has been added to the Middle School from a leadership perspective to help support further work in this initiative

APPENDIX B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2018-2019

School Name: Lowell Community Charter Public School

2017-2018 Implementation Summary:

1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?
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, 2018 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1st SIMS demographic information.

LCCPS seeks to serve a population that is reflective of the city of Lowell in a manner that supports the growth and needs of our immigrant population academically, socially, emotionally and culturally. In analyzing and comparing our demographics to the district, we notice several things:

- LCCPS meets or exceeds the median comparison schools in Limited English Proficient, special education and high needs totals.
- LCCPS demographics far exceed the state levels of LEP and Free and High Needs subgroup.
- Per the CHART analytics, we are more diverse than the city: (data from DOE profiles)
- 79.4% of LCCPS students are in the high needs subgroup, compared to LPS at 71.3%
- 73.1 of LCCPS students are from families where first languages is not English compared to 29.2% for LPS.
- 52.9% of LCCPS students are Limited English Proficient compared to 24.2 % for LPS
- We believe that our diversity is a strength and we will continue to implement our recruitment plan and ensure that we mirror the city and its many cultures, economic diversity and ethnic backgrounds. We know that parent satisfaction and their belief that their child will be safe with us, physically and emotionally, is an important factor in our recruiting and retention. Most of our applicants come to us from word-of-mouth advertising. As new immigrant communities make their way to Lowell, we will expand and adjust our outreach to meet their needs.
- Based on LCCPS' March lottery, we found that a strong demand exists for LCCPS, especially in our Kindergarten One program. Most of the placement slots were given to applicants with sibling status per our enrollment policy. A very long waiting list exists for this grade.

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

General Recruitment Activities for 2018-2019:

1. Purchase advertisements in mainstream and ethnic newspapers (Lowell Sun, Valley Dispatchers, Brazilian Times, Rumbo, Khmer Post) and radio stations and appear as a guest on local television shows.
2. Purchase advertisements in community event program books, sponsor community events (festivals, networks, and trainings), and attend meetings in local churches and temples and community groups.
3. Place flyers/brochures in different languages at the following locations: salons, churches, temples, supermarkets, laundromats, restaurants, government buildings, libraries, schools, and tutoring locations. Mail flyers/brochures to local business in the greater Lowell area.
4. Purchase online advertisements in local newspapers. Keep the school's website updated on recruitment activities
5. Utilize LCCPS' current parent list to generate new parents to LCCPS. Provide flyers to the current parents to share with their extended family, neighbors and friends.
6. Provide additional tours of the building.

Directions for creating deliberate, specific strategies for the recruitment plan:

1. Look at CHART: <http://www.doe.mass.edu/charter/finance/chart/>.
2. Review your school's subgroup enrollment in CHART. Please pay particular attention to the enrollment of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.
3. Determine for which of the above subgroups the charter school enrolls a comparable population (meaning the charter school rates of enrollment of the subgroup is at or above the comparison index (CI) OR meeting the gap narrowing target (GNT)) **and** for what subgroups the school *falls below* the comparison index or is below the gap narrowing target.
4. In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.
 - a. In the CHART data column (a), fill in the most recent CHART data¹ for the school and choose the appropriate words to complete the sentence below based on the data.
 - b. In the "2018-2019 Strategies" section (b), copy and paste the previous year's recruitment strategies in list form. **If CHART shows that the school enrolls a subgroup population above the CI or meeting the GNT:** In the "2018-2019 Strategies" section, check the box, "Met GNT/CI: no enhanced/additional strategies needed". The school does not need to complete the "2018-2019 Additional Strategies" below, but may add strategies if the school believes it is necessary to maintain enrollment numbers.
 - c. **If CHART shows that the school does not enroll a subgroup population above the CI or meeting the GNT:** In the "2018-2019 Additional Strategies" section (c), check the box, "Did not meet GNT/CI: additional and/or enhanced strategies needed". Then, please list enhanced or additional recruitment strategies to attract and enroll a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Also, include how long the school expects each strategy to take to show an increase in enrollment for this subgroup (i.e. 1 year, 2 years). Please also

note if the school collaborated with a specific local community organization to develop or implement these strategies.

5. For rows labeled (d) "2018-2019 Strategies" (for additional subgroups), copy and paste the previously approved recruitment strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap in list form from the last approved Annual Report and add any additional strategies the school will use in 2018-2019.

Do not repeat strategies. Each subgroup should have its own set of specific and deliberate strategies.

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
<p>(a) CHART data</p> <p>School percentage: 15.2%</p> <p>GNT percentage: 12%</p> <p>CI percentage: 13.4%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p>✓ <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>During our planned open houses, information sessions and meetings, the Special Education Director or designee will be speaking to the parents on the subject of our special needs program. Our school is proud to serve our students with special needs through an innovative inclusion model that features co-teaching. This model attracts families to our school, including families of students from LPS. We regularly cite a strong working relationship with LPS with our families.</p> <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>(a) CHART data</p> <p>School percentage: 52.9%</p> <p>GNT percentage: n/a%</p> <p>CI percentage: 25%</p> <p>The school is <u>above</u> GNT percentages and <u>above</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p>✓ <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>The school purchases advertisements in newspapers (mainstream and ethnic). We have staff that can speak to families in all languages. During the planned open houses, translated flyers and translating personnel will be provided. Newspapers, flyers and radio advertisements are in our key represented languages. Our school and music program participates in many local cultural events including those featuring the African and Southeast Asian communities, and we believe this is a strong strategy to both celebrate the students and families we have, and to attract new families to our school.</p> <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for each demographic group.	
<p>(a) CHART data</p> <p>School percentage: 48.5%</p> <p>CI percentage: 51.7%</p> <p>The school is <u>below</u> CI percentages</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Brochures and flyers will be posted in government buildings, local libraries, homeless shelters, food pantries, public assistance offices, and local mutual associations. LCCPS' enrollment staff will also be trained on working with parents on how to apply/access public programs such as Mass Health, SNAP, TAFDC, etc.</p> <hr/> <p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p>✓ <input type="checkbox"/> Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>In addition to the above-mentioned strategies, LCCPS will include information for parents on how to apply/access public programs such as Mass Health, SNAP, TAFDC). The school will work with local community organizations to increase the percentage of the economically disadvantaged subgroup.</p> <p>LCCPS enrollment, front office and Extended Day Program staff will reach out to new parents via parents groups through focus group, email blast and curriculum grade nights and special function groups.</p> <p>This year our staff volunteered at a local food pantry to increase our profile in the community, and met many parents interested in our program.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>In addition to mailing and posting of the translated flyers, parent liaisons and staff will assist the recruitment effort by networking with the hard to reach communities by attending meeting at local churches, temples, and neighborhood groups throughout the city</p> <p>We will also target youth groups such Girls Inc. and Coalition for Better Acre where students are attending and have drop-in programs. Attending Community Night Outs, local Movie Nights, and set up booths at local cultural festivals, including Puerto Rican, Brazilian, African and Southeast Asian.</p>

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for each demographic group.	
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>LCCPS strives to engage students and families in a number of ways, both during and afterschool. Our program of study is built upon high leverage, interest based curricular approaches that present students information in interdisciplinary ways, designed to be highly engaging.</p> <ul style="list-style-type: none"> • Student engagement, motivation and connectedness • Importance of daily attendance and uniform (helps level the educational playing field) • Extended Day Program-with interest based clusters • Vibrant and growing Performing Arts and Athletic programs • Student and Parent Alliance (SPA) <p>LCCPS staff recruits from programs where students are at risk of dropping out. These include YMCA, Community Teamwork Inc. and Boys and Girls Club.</p> <p>LCCPS staff will provides families support in getting into preventative programs where ongoing supports and home visits are routine components.</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>While LCCPS is not receiving official school drop-outs, we do provide families with an important option of choice. Every year we accept students from our wait list who have had difficulties in their existing school environment.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <p>Additional resources will be geared toward sponsorship events that are happening throughout the city. New organization will be targeted through our flyers and brochures. Such as Project Learn, House of Hope, Lowell Community Health Center and local Food Pantry.</p>

Retention Plan 2018-2019

Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan.

2017-2018 Implementation Summary:

LCCPS was successful in implementing our retention strategies and plans. Per the chart data, LCCPS has been increasing if not above the percentage when comparing to our district schools in student retention. Retention plans has kept the attrition number low categorically in all Student Subgroups. This is due to our adherence to our strategies and finding creative ways to communicate with our parents. LCCPS focuses on inclusion of students, uses of data to make decisions in the best interest of students' education and coupled with informed parents are best practice in keeping students at LCCPS. Additionally parents are invested in what their children are learning and excited to see their children progress. Our parent liaison also sensitive and support the needs of our families.

LCCPS has a very low attrition rate of 6.4%. Majority of the reasons contributed to the attrition rate is due to moving to another town or state. LCCPS attrition number is low in comparison to LPS district in Limited English Proficient, special education and high needs subgroups.

- 6% of LCCPS' Limited English Proficient students comparing to 9.2 % for LPS
- 6% of LCCPS' Special Needs Students compared to 9.6 % for LPS
- 4.6% of LCCPS of High Needs students compared to 9.2 % for LPS

We believe that active communication with parents and keeping them inform and involved engages both students and parents

For the purposes of a Recruitment and Retention plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

Directions for creating deliberate, specific strategies for the retention plan:

1. Look at CHART data: <http://www.doe.mass.edu/charter/finance/chart/>.
2. Review your school's attrition rates in CHART. Please pay particular attention to the attrition of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.
3. Calculate your school's retention rate by subtracting the "all students" attrition rate from 100. For example, if the all students attrition rate is 8.3%, then the retention rate would be calculated as $100 - 8.3 = 91.7\%$.
4. Establish a retention goal for the 2018-2019 school year and record it in "Overall Student Retention Goal" below.
5. In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.

- a. In the CHART data column (a), fill in the most recent CHART data² for the school and choose the appropriate words to complete the sentence below based on the data.
 - b. In the “2018-2019 Strategies” section (b), copy and paste the previous year’s retention strategies in list form.
 - c. **If CHART shows that the school has attrition rates for subgroups that fall below the third quartile:** In the “2018-2019 Strategies” section (b) check the box, “Below third quartile: no enhanced/additional strategies needed”. The school does not need to complete the “2018-2019 Additional Strategies” (c) below, but may add strategies if the school believes it is necessary to maintain retention numbers.
 - d. **If CHART shows that subgroups have attrition rates above the third quartile:** In the “2018-2019 Additional Strategies” section (c), check the box, “Above the third quartile: additional and/or enhanced strategies needed”. Then, below this box, please list enhanced or additional retention strategies meant to lower attrition rates. Also, include how long the school expects each strategy to take to show a decrease in CHART data for each subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.
 - e. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups (students who are English learners, students with disabilities, and low income/economically disadvantaged students, etc.).
6. For rows (d) “2018-2019 Strategies”, copy and paste previously approved retention strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap in list form from the last approved Annual Report and add any additional strategies the school will use in 2018-2019.

² <http://www.doe.mass.edu/charter/finance/chart/>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage: 6% Third Quartile: 14.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p>✓ <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>The school keeps in constant communication with parents of students with special needs. We also provide a robust inclusion program. The Director of Student and Academic Support will be available during open houses to answer parents' specific questions and to share our inclusion model. Teachers, adjustment counselors and behavior specialists, along with all special education service providers build strong relationships with parents. Throughout the year our staff presents workshops for parents on topics of interest related to students' special needs.</p> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 6% Third Quartile: 13.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 Strategies</p> <p>✓ <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>The school continues to offer an array of services to enhance communication with our parents and families in their language of choice.</p> <p>The afterschool program provides extra homework help/ tutoring to LEP students. Communication to parents is made in different languages, both written and verbal. Teachers are aware of the high LEP population among our students and work effectively to bridge the barrier with students and their parents. Frequent celebrations of various cultures represented at the school are also an important part of our retention plan.</p>

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p>
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 2.7%</p> <p>Third Quartile: 10.1%</p> <p>The school’s attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2017-18 Strategies</p> <p>✓ <input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>LCCPS is sensitive and proactive in providing support to this population of our students. Their needs are being met through some of our programs: donation of gently used uniforms, coat drive, special holiday fund drives. The school also assists with lunch and transportation applications. Families are also referred to outside organizations for support such as housing, public assistance, and counseling.</p> <p>LCCPS has pull out services to support students with ELL, Response to Intervention (RTI), Special Education, Counseling and Accelerated Learning Programs Services (ALPS). We also have Special Education paraprofessionals who deliver push in services. We offer the full complement of speech and language, OT, PT and psychological supports.</p>
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <p>We offer an array of support for all students including those sub-proficient. Our athletic program includes a study hall to ensure that students who might be struggling have the opportunity to build stronger study habits while staying in sports.</p> <p>We continue to offer Saturday MCAS “boot camps” each spring, summer school and extra tutoring classes for sub-proficient students in ELA and Math. Teachers offer extra time at lunch and both after and before school.</p>

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
	<p>We also have a strong Response to Intervention program where we assess students several times throughout the year and tailor specific approaches and strategies for them. We have two Child Study Teams (CST) for primary and middle schools who identify students who may need additional academic or behavioral support.</p> <p>LCCPS offers afterschool care that includes homework help.</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <p>We are a K1-8 school and do not have students who are eligible to drop out of school. LCCPS staff are vigilant with absenteeism and provide additional support via small group support. We also solicit support from the courts and outside organizations.</p> <p>LCCPS has an Attendance Committee that is comprised of our Principals, Director of Parent and Student Engagement, Attendance Clerk, and Director of Operations.</p> <p>LCCPS is committed to keeping students who are at risk of school failure due to systemic and social pressures which are obstacles to their success. Extra supports for students and families and the provision of a curriculum designed to fill in gaps of knowledge are all part of our strategies to eliminate the achievement gap.</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>Although we are a K1-8 school and do not have students who are eligible to drop out of school, we make every effort to keep our students and families. Once we hear of potential withdrawal, the Director of Operations and Attendance Clerk follow up with families to discuss reasons for withdrawal in effort to retain the family. We also request a retention meeting to ensure we are fully supporting the family.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <p>LCCPS is committed to keeping students who are at risk of school failure due to systemic and social pressures that are obstacles to their success. Extra supports for students and families and the provision of a curriculum designed to fill in gaps of knowledge are all part of our strategies to eliminate the achievement gap.</p> <p>LCCPS has small pull out services to support students with ELL, Response to Intervention, Special Education, Counseling and Accelerated Learning Program Services (ALPS), as well as Special Education Para Professionals who pushed in services. Additionally we offer services to all students who qualify for speech and language, OT, PT and psychological assessment; which in turn may identify the needs of an IEP or 504 plans to help close the achievement gap.</p>

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	

APPENDIX C
School and Student Data Tables

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04560000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2017-18 (based on March 2018 SIMS)		
<i>Race/Ethnicity</i>	<i># of students</i>	<i>% of entire student body</i>
African-American	212	26.6%
Asian	161	20.1%
Hispanic	375	46.8%
Native American	0	0%
White	26	3.2%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	27	3.4%
Special education	130	16.2%
Limited English proficient	428	53.4%
Economically Disadvantaged	407	50.8%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Nicholas Leonardos Executive Director	Provides the instructional, operational, and administrative leadership necessary to ensure the success of the School in accordance with the requirements of State law and the policies established by the Board of Trustees	7/1/2017	
Randy Taylor Principal	Supports the Executive Dir. and other administrative personnel in all issues related to the operation of the school including daily supervision of faculty, staff, students and facility	11/01/2010	
Carey Reeve-Hildebrant Chief Academic Officer	Responsible for the implementation and development of the academic program of the school and accountable for working with staff and administration to increase student achievement. Directs and oversees the ELL and Title I program.	08/01/2005	
Elvira Paulino Director of Human Resources	Sustaining employee related functions including recruitment, training and development, administration of all employee benefits, state and federal compliance, discipline and conflict resolution.	05/01/2009	06/30/2018

Joseph Alcaraz Assistant Principal	Supports the Executive Dir. and other administrative personnel in all issues related to the operation of the school including daily supervision of faculty, staff, students and facility	08/14/2017	
Kimberly Woodford Director of Student Support Services	Provides leadership and supervision of the Special Education Program for grades K1-8 to ensure that every student is provided with the richest educational experience that can be provided.	08/04/2014	
Sonya Patton Director of Student and Family Engagement	Responsible for third party and extra-curricular relationships and programs at LCCPS including the extended day program. Provides oversight and direction for the success and management of such programs and relationships including parent advisory groups. Responsible for the oversight of all high school placements for 8 th grade students.	10/01/2010	
Deborah Motew Director of Operations	Performs functions that are integral to the effective operation of the school on a daily and annual basis. Manages student enrollment and all student records. Serves as the principal source of information on administrative, academic and procedural matters to students, prospective students and parents.	07/11/2005	
Jeffrey Portnoy Director of Information Technology	Responsible for managing all of the school's technologies and providing technology support and training	06/01/2005	

TEACHERS AND STAFF ATTRITION FOR THE 2017-18 SCHOOL YEAR				
	Number as of the last day of the 2017-18 school year	Departures during the 2017-18 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	71	2	10	2 terminated 10 resigned
Other Staff	62	13	8	14 resigned 7 terminated

LCCPS leadership instituted a new compensation plan with the core goal of teacher retention and competitive compensation. Additionally, recruiting and retaining a world class diverse talent system is an important goal in our new strategic plan with action steps around increased communication, competitive compensation, enhanced teacher coaching and support as well as a focus on recruiting a more diverse teaching staff. Given the longer school day and year, we experienced some teacher turnover which has been a consistent concern for our school as we continue to address ways to drive increased teacher satisfaction and retention.

BOARD MEMBER INFORMATION	
Number of commissioner approved board members as of August 1, 2018	9

Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	12

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES, 2017-2018				
Name	Position on the Board	Committee Affiliations	# of terms served	Length of Term
Dr. Elizabeth Ambe		Academic Achievement and Development Committees		03/01/16 – 06/30/19
Darren Carmon	Treasurer Effective 7/1/18	Finance and Governance Committees		10/25/16 – 06/30/19
Hung Mai	Chair	Academic Achievement and Governance Committees	2	06/30/15 – 06/30/18
Elkin Montoya		Finance and Development Committees		07/01/17 – 6/30/20
Fru Nkimbeng		Governance, Finance and Development Committees	1	06/30/16 – 06/30/19
Imran Oomer		Finance and Governance Committees	1	06/30/17 – 06/30/20
Alicia Raspa	Treasurer FY17-18 Chair Effective 7/1/18	Finance and Development Committees		09/27/16 – 06/30/19
Dr. Robin Reed	Vice Chair	Finance, Governance and Academic Achievement Committees		06/06/16 – 06/30/19
Felicia Sullivan	Secretary Effective 7/1/18	Development and Governance Committees		07/01/17 – 6/30/20
Megan Szabo	Secretary FY17-18	Governance Committee		07/01/17 – 6/30/20

Appendix D

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Alicia Raspa, new Board of Trustees Chairperson effective 07/01/2018
Charter School Leader	Nicholas Leonardos began as Executive Director on 07/01/17
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	N/A
School Business Official	Elvira Paulino and in-house human resources department replaced by a contract with HR Knowledge and the hiring of a Chief Operational Officer to start 08/18
SIMS Contact	N/A

Facilities

Location	Dates of Occupancy
206 Jackson Street Lowell, MA 01852	2000-Present

Enrollment

Action	Date(s)
Student Application Deadline	February 26, 2019
Lottery	March 6, 2019

Attachment A

Lowell Community Charter Public School Galileo Data Results 2017-2018

2017-18 LCCPS GALILEO BENCHMARK SCORES: Expected Growth		
<i>Teacher</i>	<i>Reading Growth Indicator</i>	<i>Math Growth Indicator</i>
K Teacher One	met	met
K Teacher Two	met	met
K Teacher Three	met	met
K Teacher Four	not met	not met
1st Teacher One	met	met
1st Teacher Two	not met	not met
1st Teacher Three	met/over 75% average	not met
1st Teacher Four	not met	not met
2nd Teacher One	met	exceeded
2nd Teacher Two	met	met
2nd Teacher Three	met	met
2nd Teacher Four	met	exceeded
3rd Teacher One	exceeded	exceeded
3rd Teacher Two	exceeded	exceeded
3rd Teacher Three	exceeded	exceeded
3rd Teacher Four	met	exceeded
4th Teacher One	met	exceeded
4th Teacher Two	met	exceeded
4th Teacher Three	met	exceeded
4th Teacher Four	met	met
5th Teacher One	exceeded	met
5th Teacher Two	met	met
5th Teacher Three	exceeded	exceeded
5th Teacher Four	met	exceeded
6th grade - 4 classes	met	exceeded
7th grade - 4 classes	met	exceeded
8th grade - 4 classes	met	exceeded

Attachment B
Lowell Community Charter Public School 2016-2017 Professional Development Calendar

PROFESSIONAL DEVELOPMENT LOG 2017-2018			
<u>Date(s)</u>	<u>Title</u>	<u>Content</u>	<u>Hours</u>
14-Aug-17	Introduction to Academic Program	introduction to school mission and academic program	4 hours
14-Aug-17	A Day in the Life	review of daily life at LCCPS from teacher point of view	1 hour
14-Aug-17	HR Policies	HR policies and ADP	1 hour
15-Aug-17	Discipline and EM	discipline policies and structure and emergency management	4 hours
16-Aug-17	Responsive Classroom	Responsive Classroom overview	7 hours
17-Aug-17	Cultural Competence	Cultural Competence Phase 1	7 hours
17-Aug-17	Leader in Me	7 Habits of Highly Effective People and Leader in Me overview	4 hours
18-Aug-17	Kagan Cooperative Learning	Kagan Cooperative Learning structures Day 1	7 hours
21-Aug-17	Vision/Goal Setting	academic goal setting	2 hours
21-Aug-17	SPED Training	overview of SPED program and requirements/laws	1 hour
22-Aug-17	PEAR	Social-emotional learning - CLOVER model training	4 hours
22-Aug-17	Student Handbook Review	review of student handbook and uniform code	1 hour
22-Aug-17	Discipline and Restraint	discipline and restraint training including TCI	2 hours
23-Aug-17	Nurse training	overview of nurse procedures and EPI pen training	1 hour
23-Aug-17	Co-Teaching	co-teaching framework and planning	7 hours
24-Aug-17	enVision Math	enVision 2.0 math training	1 hour
24-Aug-17	Google Classroom	Google Classroom and Google Drive training	3 hours
24-Aug-17	Google Classroom	Google Advanced Training	3 hours
25-Aug-17	Cultural Competence	Cultural Competence phase 2	4 hours
25-Aug-17	BAS Training	BAS training and practice	1 hour
28-Aug-17	TCI Training	Restraint team certification	8 hours
6-Sep	Committees	Committee meetings	1 hour
12-Sep	Keys to Literacy	Keys to Literacy Comprehension	7 hours
13-Sep	Reading A to Z	Raz Plus webinar	1 hour
20-Sep	Revised Frameworks	review of revised curriculum frameworks in ELA and math	2 hours
27-Sep	Educator Evaluation	ed eval system - self-assessment	1 hour
4-Oct	SEL and Science	PEAR workshop grades 6-8/ science launch of new standards grades K1-5	3 hours

11-Oct	Galileo Results	beginning of year Galileo results	1 hour
18-Oct	MCAS Results	MCAS 2.0 2016 MCAS results	1 hour
25-Oct	Educator Evaluation	review of ed. eval system and framework for schoolwide goals	1 hour
1-Nov	Cultural Competency	Cultural Competency Session 1	1 hour
8-Nov	Parent Conferences	teacher led parent conferences	4+ hours
15-Nov	Committee Meetings	faculty run committee meetings	1 hour
29-Nov	Report Cards	report card writing	1 hour
6-Dec	Galileo and Co-Teaching	Galileo formative assessment (K-8)/ Co-Teaching for inclusion teachers	3.5 hours
13-Dec	Cultural Competency	Cultural Competency Session 2	1 hour
3-Jan	ELA MCAS	ELA MCAS analysis part 1	1 hour
10-Jan	Empowering Writers	Informational and Opinion writing	4.5 hours
10-Jan	Behavior Management	dealing with challenging students	2 hours
20-Jan	Kagan Brain Based Teaching	Kagan Brain Based Teaching Day 1	7 hours
31-Jan	ELA MCAS	ELA MCAS analysis and prep	1 hour
31-Jan	Bar Model Drawing	bar modeling drawing overview	1 hour
6-Feb	Cooperative Learning	Kagan Cooperative Learning host site	6 hours
14-Feb	Cultural Competency	Cultural Competency Session 3	1 hour
14-Mar	MCAS 2.0 Math Training 3-8	Math MCAS analysis and prep	1 hour
14-Mar	Fluency Grades 1-2	Teaching fluency strategically	1 hour
21-Mar	Student Led Conferences	student led conf. structure	1 hour
28-Mar	MCAS 2.0 Security	MCAS 2.0 Security Training	1 hour
4-Apr	Parent Conferences	teacher led parent conferences	4+ hours
11-Apr	Cultural Competency	Cultural Competency Session 4	1 hour
25-Apr	Peace Walk Planning	Preparation of Peace Walk and kindness day prep	1 hour
2-May	School Security Training	ER/lockdown procedures	3 hours
9-May	Cultural Competency	Cultural Competency Session 5	1 hour
23-May	Effects of Trauma	Effects of Trauma on Students	1 hour
30-May	Cultural Competency	Cultural competency planning	2.5 hours

Additionally throughout the year all grade level teams spent an average of 3 hours a month in curriculum and team meetings discussing curriculum, assessments, data, etc.

Attachment C
Lowell Community Charter Public School 2017-2018 Parent Survey Results

Parent Survey Results 2017-18						
<i>Question</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Agree+ Strongly Agree</i>	<i>Total</i>
I feel welcomed at LCCPS.	0.40%	1.20%	26.95%	71.46%	98.41%	501
Staff at the school care about my child and their progress.	0.20%	0.60%	28.49%	70.72%	99.21%	502
The Executive Director and Leadership are accessible to parents.	0.40%	2.59%	40.92%	56.09%	97.01%	501
I am likely to recommend LCCPS to others.	0.20%	1.00%	28.09%	70.72%	98.81%	502
I am satisfied with the overall experience at LCCPS.	0.40%	0.80%	29.94%	68.86%	98.80%	501
I am satisfied with the school's efforts to communicate with families.	0.20%	3.00%	33.00%	63.80%	96.80%	500
I feel that my input and my role as a parent is valued and respected by LCCPS staff.	0.20%	1.59%	35.06%	63.15%	98.21%	502
The school has communicated ways for me to get involved in my child's education.	0.00%	2.39%	38.45%	59.16%	97.61%	502
I am satisfied with the school's academic program.	0.20%	1.80%	30.74%	67.27%	98.01%	501
My child's teacher(s) communicates with me regularly about my child's progress.	0.40%	2.99%	31.08%	65.54%	96.62%	502
LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, African and other world cultures.	1.00%	3.60%	37.60%	57.80%	95.40%	500
The academic curriculum at LCCPS has a multicultural focus to support our diverse population.	0.40%	2.80%	37.00%	59.80%	96.80%	500
I am satisfied with the bullying policy at LCCPS.	1.40%	3.60%	38.40%	56.60%	95.00%	500
My child is safe at LCCPS.	0.20%	2.41%	33.80%	63.58%	97.38%	497

Attachment D
Lowell Community Charter Public School 2017-2018 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)	Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Early Literacy Turnaround Practices	Various in-person meetings and coaching sessions All staff training sessions	Carey Reeve Hildebrant Chief Academic Officer Team Leaders	Program Delivery	James J Chittick Elementary Hyde Park, MA K-5 school	DESE Dissemination Grant received Interim grant reports written Various artifacts regarding student assessment and literacy instruction
Student Leadership through the Franklin Covey Leader in Me program	Hosted two workshops including Leader in Me 7 Habits 4.0 Signature training and the Regional Leader in Me Principal Academy	Randy Taylor Principal Franklin Covey Leader in Me trainer	Culture and Family Engagement	Other schools in the area interested in pursuing Leader in Me Lighthouse status	Training agendas and 7 Habits materials Sharing of our approach to building student leadership
LCCPS approach to multicultural education	Workshop at the National Association for Multicultural Education conference titled "The Intersectionality of Education, Diversity & Inclusion: One School's Journey"	Sonya Patton Director of Student and Family Engagement Kim Shanahan K Teacher Carol Grosky World Cultures Teacher	Culture and Family Engagement	Attendees at the national NAME conference	Presentation and handouts

LCCPS approach to building student leadership within the classroom	Presentations at regional Staff Development for Educators conference titled "Leaders in Action: Growling Little Leaders" and "Teaching Leadership Through Children's Literature"	Siobhan Melville K Team Leader	Culture and Family Engagement and Program Delivery	Attendees at the regional SDE conference	Presentation and handouts Sharing of student leadership artifacts including literacy resources and student leadership notebooks
LCCPS approach to student engagement through Kagan Cooperative Learning structures	Hosted onsite workshop: Kagan Cooperative Learning with an emphasis on student engagement structures	Carey Reeve Hildebrant Chief Academic Officer Kagan Trainer	Program Delivery	Various educators and school leaders in the region	Kagan resources and handouts
LCCPS approach to co-teaching and staff development	Collaboration between two charter schools regarding best practices around the development of a sustainable co-teaching model	Kim Woodford Director of Student Supports	Program Delivery	Special Education Director ARGOSY Collegiate Charter School	Co-teaching resources

Attachment E
Lowell Community Charter Public School 2018-19 Organizational Chart

Lowell Community Charter Public School Organizational Chart 2018-19

