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Chair, Board of Trustees

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Annual Report

2016-2017

Submitted
July 31, 2017

**Lowell Community Charter Public School
Annual Report 2016-17
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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, 2017	801
Chartered Grade Span	K1 – 8	Current Grade Span	K1 - 8
# of Instructional Days per school year	185	Students on Waitlist as of June 30, 2017	270
School Hours	7:50 a.m. – 3:45 p.m.	Age of School	17 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



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July 30, 2017

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 2016-17 Annual Report. This has been a year of preparation and transition for the school, and I am grateful for the hard work of the board, the leadership team and the staff. Throughout this period, they have remained focused on providing an exceptional education for our students and to furthering the mission of our school.

Even in a period of great change, the life of school community continues, and this year at LCCPS has been marked by several impressive accomplishments. The academic program has continued to flourish and the school prepared for the new demands of MCAS 2.0 while embarking upon several key endeavors as outlined in the annual report.

At LCCPS, we have always maintained a focus on the whole child. In addition to reviews of our service provision in academics and student support, we also turned our eye to our extended day program and our facilities for outdoor play space. We opened a fantastic new playground for our students, and continued improvements to our outdoor space with plans for a beautiful garden. A review of our extended day program led to the addition of new services and a significant shift to our service provision that will integrate the program more closely with our academic goals and support our students' growth and development.

LCCPS is indebted to Diana Lam for her leadership during this year. Ms. Lam supported the school as it navigated through this transitional period, building capacity among the school's leadership while also spearheading the search for a new executive director. Ms. Lam also laid the foundation for work which will be ongoing at LCCPS to build cultural competency across the school community, with intensive training for staff and a fresh look at the integration of culturally relevant materials in the school's curriculum. LCCPS' mission states clearly the school's commitment to the celebration of diversity and, as the school grows stronger in its academic success and institutional stability, it is critical for us to recommit ourselves to that mission.

We are proud and pleased that Mr. Nicholas Leonardos has taken the helm as the school's new Executive Director. Nick has a track record of building positive and impactful communities in which teachers and students can focus on being their best, and where parents feel connected to the school. He joins us as a principal with 26 years of experience working in cities as diverse as Houston, TX, Boston, Waltham and Cambridge. We are confident that he will continue to build on the success the school has achieved in recent years. His energy and experience will lead us into a new era of growth and achievement and we look to the future with excitement and anticipation.

Sincerely,

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

Faithfulness to Charter

Accountability Plan Objectives and Measures

See the chart provided in Appendix A for specifics on the school's approved Accountability Plan for the 2016-2017 school year.

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.

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.

This has been a year of transition and the school has been under interim leadership as the board undertook an exhaustive and careful search for a permanent executive director. However, the strength and the stability of the school is such that our focus on our core values has not diminished, and we continued to improve the ways in which we have achieved our accountability goals.

Promotion of Student Leadership Skills

LCCPS continues to promote student leadership across all grades, both in and outside the classroom. We continue to serve as a Lighthouse School and a model for other schools implementing the Franklin-Covey Leader in Me program. The following are examples of student leadership promotion, which have been undertaken this year at LCCPS. These are not new and have been implemented and discussed in previous years.

- More than 99% of students served in a leadership role during the school year.
- All teachers in grades K-8 direct taught the 7 Habits during the first eight weeks of the school year. In the lower grades, activity books, lessons and other activities were used to integrate the Habits into learning and classroom practice. In the upper grades (6-8), students had a dedicated leadership block in their schedules in which they worked on LEAD activities and built leadership skills. Upper grade students began the week with DEAP (Drop Everything and Plan) meetings.
- The 7 Habits are embedded in classroom practice. Teachers receive training on using the habits in lesson plans – such as identifying the habits in the actions of book characters, as well as on rewarding and reinforcing positive behaviors, such as using synergy or being proactive.
- Lighthouse Teams for grades 5-8 were active throughout the year, beginning with elections in the fall. Lighthouse Team students were active in numerous school activities and served as leadership role models for all students.
- All students in grades K-8 kept a leadership notebook in which they set and tracked personal and academic goals. The progress they recorded was shared at student-led parent conferences in the spring.
- 8th grade students participated in a retreat program at the beginning of the school year that focused on team-building, communication and leadership development. The retreat, a 2-day overnight program for the 8th grade, was hosted by Nature's Classroom at Sargent Camp.

Cultivating and Sustaining Parent Engagement

The cultivation of strong parent engagement is critical to the health of our community at LCCPS. We continued to implement successful strategies for robust parent engagement this year. Several examples are included below, including items, which were new in 2016-17.

- A Parent Advisory group, which met on a quarterly basis to discuss topics of relevance, including the 7 Habits; cyber-bullying and prevention techniques, diversity in the school and community and other items.
- Special events for parents and families. This year, these included our International Potluck, an immensely successful Block Party, a Books for Bingo night specifically targeting ELL families and a new event celebrating the diversity of the school community.
- Curriculum nights for each grade level. The theme for these tracks to particular subjects that students are studying and give parents a chance to engage more deeply with their child's classroom learning. Hundreds of parents attend each event and students greatly enjoy sharing their learning with their families. Examples include the 2nd grade Living Wax Museum, a 6th grade World's Fair and a 1st grade poetry slam.
- Parent Conferences – these are offered multiple times throughout the year, including before the first day of school to allow parents to get to know their child's teacher. In the spring, students lead the conferences, reporting on their grades and progress from their leadership notebooks. This year, more than 95% of parents attended the student-led conferences.
- Classroom and field trip volunteering and attendance at special assemblies - We encourage parents to engage directly with their student's learning where appropriate and to join classrooms on field trips and at the assemblies we hold throughout the year.
- Participation in the search for a new executive director. Parent representatives were part of the initial committee, which reviewed and recommended candidates for the post. It was a critical element of a successful search that all stakeholders were given a voice. The review committee included parents, teachers, members of the Friends of LCCPS foundation board and the Board of Trustees.
- The annual parent survey results (see Attachment C) highlight the strong family-school connection and the robust pride our families take in our school and its programs.

Development of Global Citizens, Celebration of Diversity and Mutual Respect

LCCPS, since its inception, recognized the wisdom of educating students for a global society. It is part of our mission and it renders focus to the work. The school was ready this year to take it to the next level and created multiple maps to reach the goal of valuing and embracing diversity in a more explicit way. The school focused on recruiting diverse candidates by initially looking inside the school and providing opportunities and support for advancement especially in the instructional program, as vacancies occurred. It also undertook training in cultural competency for all staff members. The school had laid a strong foundation on which to build cultural competency but it recognized that the challenges and opportunities of diversity are such that we can never say we are finished. As with so much in education, cultural competency is part of a lifelong learning process and there is always more to be explored. This year, in response to data collected in the previous year, LCCPS developed a rich program of cultural competency development that will continue over the coming years. In the first year, this program included an intensive course on cultural competency as part of the professional development of the teaching staff and administrative leadership. Non-instructional staff and all new employees will participate this August and all will participate in the Year 2 modules. And, the school embarked on reviewing the curriculum with the aim of including a global perspective and activities, where appropriate, that validate our students' heritage and enrich their experience at LCCPS. Further, it will support including culturally competent materials across the curriculum.

The school continues to celebrate a range of cultural groups through assemblies and arts programs. Several of the school’s performing groups which focus on the music of a variety of global cultures participated in celebrations of events out in the community, which gave students an opportunity to engage with these groups in a range of contexts.

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. Our curriculum combines a focus on mastery of basic skills with higher- level critical thinking skills. Supports and scaffolds are provided for students as needed, but clear and high expectations are held for all. This year, we focused on this key design element in the following ways:

- Continued refinement of the LCCPS ELA thematic units, including our work with Atlas Rubicon. Thematic units have been completed for all grades K-8 in ELA with a schedule for consistent revision. This year we examined our units through the lens of diversity and building cultural competency and have worked to add various multicultural components. This work will extend into the 17-18 school year as well.
- Pilot and 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 Keys to Literacy Writing to elevate the quality and consistency of writing instruction.
- Observation of and feedback to teachers regarding student engagement in the classroom as part of the evaluation process.
- Execution of a school-wide positive approach to MCAS 2.0 testing and preparation including a MCAS Pep Rally celebration.
- Increased use of technology with a focus on Chromebooks in grades 4-8 to help increase engagement as well as writing and online testing skills.
- System of supports including team leaders, curriculum leaders and coaches to provide support to teachers struggling with high quality instruction or engagement.

Promoting Student Opportunities to Give Back to the Community

Community service is a major focus of our work with students at LCCPS. We believe that service is a critical component of leadership and we have built an ethos of community engagement with students through a number of programs and initiatives at LCCPS, particularly in our middle school program. Our definition of “community” is broad, and we encourage students to look at ways that they can give of themselves both inside and outside the school community. It is also an area where we encourage students to exercise leadership through creative problem-solving and proactive behavior. Our partnership with Aaron’s Presents continued this year, and allowed students a variety of opportunities for self-driven engagement with their community. Many of our 6th, 7th and 8th graders participated in community service opportunities in and out of school, having a positive impact on their local community. Many of our students were also celebrated at the annual Aaron’s Presents Awards night. We are working towards our goal of having 95% of 8th grader completing a minimum of 10 hours of community service upon graduation with 66% of our 8th graders accomplishing that this year.

Amendments to the Charter

Date	Amendment Requested	Approved by BESE?
Not applicable		

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 information).

Academic Program Success

Student Performance

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

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04560050&fycode=2016&orgtypecode=6&>

Program Delivery

Lowell Community Charter Public School has seen a positive increase in MCAS/PARCC scores over the past six years. Student performance continues to improve as LCCPS reached its academic goals set forth by NCLB and DESE requirements. For the 2016 PARCC/MCAS scores, the school exceeded its PPI goal, scoring a 91 in the aggregate. This was especially notable given the school's full participation in the more rigorous computerized PARCC testing in all grades. The school continued to remain above the 50th percentile despite the more challenging state assessment, moving from the 66th percentile in 2015 to the 67th percentile in 2016. The school has seen steady movement in this area, growing from the 21st percentile in 2012 to now performing in the top third of schools statewide as measured by last year's state testing data. In ELA, the school performed above target in the aggregate and all subgroups. In math, the school met almost all of its targets as well across the various subgroups. The high needs and ELL subgroups continued to perform very well as compared to other schools across the state, with the ELL subgroup performing at the 95th percentile in ELA.

LCCPS also saw growth measured by additional internal assessments. The school made significant progress towards its stretch accountability 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 has evolved to more tightly align with the new online state testing platform. This includes a more rigorous testing structure in the non-MCAS grades to better support the 3rd grade expectations. We continue to work with students around computer-based testing. Work next year will include a new formative assessment component to help drive teaching and learning in between the benchmark assessments. Additional Galileo data can be found in Attachment A.

Galileo Aggregate Results School Year 2016-17		
ELA/Reading Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
36	8%	92%
Galileo Aggregate Results School Year 2016-17		
Math Results		
Number of classes	% Not Meeting	% Meeting/Exceeding
36	0%	100%

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 following are testing highlights from the year:

LCCPS completed its year four implementation of the LCCPS Dolch system that targets 100% completion of all 220 Dolch words by the end of 2nd grade rather than 3rd grade. All teachers in grades K-2 implemented the new system with strong year end scores, achieving our school-wide 80% target as seen in the chart below with an end of 2nd grade mean of 99% mastery.

Dolch Growth 2016-17		
Grade Level	Fall 2016 Mean (%)	Spring 2017 Mean (%)
Grade K	17	90
Grade 1	53	95
Grade 2	95	99

LCCPS completed its second year implementation of the new Fountas and Pinnell Benchmark Assessment System that included a more rigorous assessment of comprehension when compared to the previously used Rigby testing. There was an emphasis in guided reading in grades K-2 with a year-long guided reading book study headed by our literacy coach. We worked hard to achieve our target of 75% of our students meeting these more rigorous reading goals by year's end. The work will continue next year and extend into grades 3 and 4. Most grades also struggled to reach the 80% DIBELS fluency goal by the end of the year with grade levels scoring in the 70% range. We have already planned additional targeted professional development as well as team collaboration time to increase fluency scores.

BAS Growth School Year 16-17		
% Students Meeting/Exceeding Goal		
Grade Level	Fall 2016	Spring 2017
Kindergarten	N/A	87
1 st Grade	65	76
2nd Grade	72	84

Academic Program

The Academic Program continued to expand and strengthen during the 2016-17 school year. We saw consistency in our ELA curriculum as our ELA thematic units continued to build in all grades with a focus on rich literature and informational text and writing across all domains and content areas. Our professional development program supported our academic program efforts through trainings on Kagan Cooperative Learning, Keys to Literacy, math word problems and guided reading. The following are key changes to the academic program that occurred during the 2016-17 school year:

- School-wide implementation of the new upgraded Pearson enVision 2.0 program for all grades K-8. This included a robust technology component and online testing in grades 4-8. This program replaced the enVision 1.0 program in grades K-6 and the Pearson Digits program in grades 7-8. We continued to offer an Algebra One course for our advanced 8th grade cohort.
- 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.

- Pilot of the new Pearson Science program customized for Massachusetts Middle Schools. We were a pilot site for the new program complete with full technology access and an alignment to the new state Science frameworks.
- 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. This was accompanied by Keys to Literacy Writing professional development.
- Robust professional development program that addressed best practices in literacy and math, student engagement and cooperative learning, cultural competency, and data analysis (see Attachment B)
- Additional work with our thematic units to either highlight, enrich or add components of diversity and multiculturalism as well as themes of identity, perspective and social justice.
- Continued development and institution of key anchor projects per grade level such as the 2nd Grade Living Wax Museum or the 6th grade World's Fair. Further work regarding the display and sharing of key curricular projects will continue next year.
- Year two adoption of a new reading level assessment, the Benchmark Assessment System, and a continued focus on guided reading through professional development and coaching with a specific guided reading book study and focus during curriculum meetings in grades K-4.
- Additional Chromebooks added to our 1-1 technology initiative with students in grades 4-8 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.

Additionally, the school is prepared to address the revised ELA and Math standards as well as the new Science and Technology/Engineering frameworks. Professional development time has been set aside to examine with teachers the new standards and the implications for our practice. During the school year, teams will meet bi-monthly in curriculum meetings to address the changes and make the necessary modifications to the curriculum and instruction as needed. Additionally, each team will have a curriculum leader who will help to spearhead these efforts as well in conjunction with the Chief Academic Officer. Professional development time has also been set aside for work in science content and STEM teaching to support our work in addressing the new Science frameworks. In Middle School Science, we have made the initial shift to the new standards and have adopted the new Pearson Science program aligned to the new standards. Additional work still remains to be done in this area as we continue to build inquiry based projects and labs as well as grapple with the best ways to engage our standards in this new way of thinking about science and science instruction.

Support Services Program

The Student Support services program at LCCPS has been consistently a highly successful and efficient department. In the 2016-17 year, the following highlights occurred in the delivery of the program:

- During the FY 17 school year LCCPS partnered with Massachusetts Charter Public School Association and Model Demonstration School (MDS) to create and pilot a modified fourth grade ELA curriculum to support the demonstrated needs of a group of ten fourth grade students who are significantly below grade level in this area. The team discussed how to allocate resources for the students, what tools would be utilized, and what part of the curriculum to focus on. The team also discussed the roles of the teacher, reading intervention staff and paraprofessional.
 - LCCPS now has a template to use when looking at the incoming 4th graders who are struggling learners.

- There was a large focus on differentiated instruction so that information is presented and accessed through multiple means.
 - Scaffolding tools were identified to guide the learning.
 - Training was given to the Paraprofessional on how to use Fountas and Pinnell’s Leveled Literacy Intervention. The role for the Paraprofessional was to implement 30-minute lessons, 5 days a week.
 - Special Education Teacher worked with Curriculum Director to identify what reading materials would be used. She designed the specialized instruction and lesson plans. The grading of the students was also shifted to the Special Education Teacher as well as the documentation of modifications for grading purposes.
 - Special Education Reading Interventionist focused on phonics, fluency and individual plans.
 - The program will be looped into 5th grade for these students. As this group transitions to 5th grade planning, tracking of curriculum, skills and activities will be important data points to review
- The Coordinated Program Review Action Plans were completed for SPED, ELL and Civil Rights with no major findings.
 - Various workshops were provided to further educate our staff on the needs of our special education population. Staff was sent to various workshops in conjunction with the Charter School Association. The Student Support Team led a half-day professional development workshop in December entitled “Window Into our Classroom” which covered various timely topics. Additional training was also provided to our paraprofessional staff to help increase their efficacy with students.
 - The ELL and RTI programs continued to use data to inform groupings and instruction with use of the Leveled Literacy Intervention program and Foundations for literacy intervention. We also added one part time math interventionist to work in grades 4-8. The ELL staff continued their work with curriculum design and the use of the WIDA framework. All ELL policies were updated and implemented per new guidelines from the state.

High School Transition Program

The High School Transition Program focused on students’ high school of choice. Students attended two of the high school fairs in the local area, The Pike School, Andover, MA and the Lowell Catholic High School, Lowell, MA. The Director of High School Transition and the 8th grade staff took the students over to the Greater Lowell Technical High School, Tyngsboro, MA and the Lowell High School, Lowell, MA for a tour of both schools. Six of our 8th graders shadowed with 9th grade students at Lowell High School and Innovation Academy Charter Public School. Innovation Charter Public School provided an information session at our school for parents and 8th grade students to get a better sense of the admission process.

- Eighth grade students were accepted into Lowell High School, Lowell High Latin Lyceum, Innovation Academy Charter Public School, Greater Lowell Technical High School and Dracut High School. Fifty percent of our graduating class of 2017 (35) applied to the Greater Lowell Technical High School and were accepted which is quite an accomplishment.
- This year 66% of our 8th graders completed all 10 hours of community service hours although 100% of them had community service opportunities inside and out of our school. Our 6th and 7th graders have the opportunity to start their community service early so they can meet the requirement by their graduating year. Students in 6th through 8th grades have worked with a non-

profit organization in the local area called Aaron's Presents. This organization has been a great partner with LCCPS and supports our students in the community as they collaborate to serve the community.

Extended Day Programs

The Extended Day Program serviced 234 students in the evening and 81 students in the morning programs for K-8 graders. We do not service K1 students in this program as it is too long of a day. The EDP supports students with homework assistance and extracurricular activities outside of the classroom. Here are some of the activities that were part of the program:

- *Enrichment activities/clubs:* Girl's Inc., Community Service, Spanish Club and Boy's Mentoring Club, 8th Grade Test Prep, Debate Club, Chess Club, Girl Scouts, Green Dragons (martial arts and wellness), Science Club, Cartooning Club, and Step Team.
- *Performing Arts:* African Dance, Khmer Dance, Chorus, African Percussion, Spanish Dance and Drama Club
- *Athletic Programs:* soccer, volleyball, basketball, cross country, cheerleading, and track and field

Social, Emotional, and Health Needs

The school is very much aware of the important role social-emotional health plays in the development of the whole child. The school employs a strong leadership development infrastructure in conjunction with the Franklin Covey 7 Habits Leader in Me Program that helps students to think win-win and plan with the end in mind. Our days start out with a Responsive Classroom model and morning meetings to build community. In order to further our work with bullying this year, the school had two anti-bullying assemblies hosted by the Massachusetts Aggression Reduction Center (MARC) for grades 5-8. Additionally, twenty students participated in an Anti-Bullying Leadership workshop at Bridgewater State. The school implemented a Tier 2 and 3 Social Skills program in both pull out and inclusion setting with our school adjustment counselors leading this work. Further work is planned this coming year with the PEAR institute regarding a Tier 1 approach and program to address the social and emotional needs of our student population. We have an initial training in August for all faculty and the development of a consistent approach to address additional needs in this area is planned for the coming year. In the spring, a group of faculty members met to start the process of reviewing a myriad of social-emotional programs. Additionally, various parent workshops were delivered during the school year on such topics as social skills, bullying and developing clear structures and consequences at home.

The school worked on the design and implementation of appropriate programming for students with behavioral issues. This included moving the discipline room to provide a structure setting and space for sensory breaks. Further discipline protocols were introduced and training was provided for discipline staff in regards to supporting social/emotional learners. The school also worked with INSYNC to provide parent and staff training on supporting the emotional needs of students.

Organizational Viability

Organizational Structure of the School

This year, LCCPS had an interim head of school, Ms. Diana Lam. The Director of Student Engagement, Bryan Cannon, transitioned into a role as Middle School Principal. Ms. Mel Harper, CFO, departed in October and Bethany Therriault transitioned to the role of Operations Manager. During the year, an extensive search was undertaken for a new Executive Director. Nicholas Leonardos was selected and began in the position on July 1, 2017.

LCCPS Educator Evaluation

LCCPS uses an evaluation system that is an adaptation of the MA DESE system.

- A. LCCPS has one year and two year plans
 1. Two year evaluation plan for teachers who are assessed as proficient or exemplary
 2. One year plan for teachers assessed as
 - a. Developing Educator
 - b. Experienced teacher who is new to LCCPS or has a new position
 - c. Any teacher who has been assessed as Needs Improvement
- B. 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
 6. LCCPS added a goal/evidence reflection form for educators to complete, which begins the self-assessment process for the next year.
- C. Performance Rating Scales
The ratings are:
 - Exemplary, Proficient, Developing, Needs Improvement, and Unsatisfactory. This year marked a transition year to a new compensation plan so the rating of satisfactory was used as a one-year only rating to help bridge the gap to the new compensation plan and salary scale.
 - LCCPS uses several different assessments to evaluate student growth data as well as feedback from our annual parent survey, and peer and student feedback as additional factors in our calibration meetings to determine educator ratings. This process takes into consideration all factors of educator effectiveness and our Head of School, Assistant Head of School, Middle School Principal, Chief Academic Officer and Director of Student Support Services agree on the final ratings with the Head of School having the final decision.
- D. Educator Evaluation Training is offered several times a year for Evaluators and Educators
- E. Observations at LCCPS are performed by any of the academic leadership team. Observations are frequent and unannounced; either the Evaluator or the Educator can request announced observations. Observations occur in the classrooms, at meetings, at professional development, in the hallways and at assemblies. They are meant to be inclusive of all aspects of behavior and classroom management as well as teaching practice and commitment to the school and professional development as an educator.

Budget and Finance

Unaudited FY17 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, 2017
UNAUDITED

Operating revenues:

Tuition	\$10,326,946
Federal and state grants	708,484
Nutrition revenue	564,828
Medicaid reimbursement income	109,100
Before and after school program income	81,499
City provided transportation services - in-kind	
On-behalf fringe benefits	
In-kind transportation	-
Total operating revenues	<u>11,790,857</u>

Operating expenses:

Salaries	7,442,469
Payroll taxes	276,030
Fringe benefits and staff development	1,038,052
Office supplies and expenses	155,613
Professional development	43,849
Dues, subscriptions and licenses	31,552
Recruitment/advertising	9,550
Travel staff/board	50,674
Contracted and professional services	267,226
Instructional technology	143,602
Educational services, supplies and expenses	343,480
Testing and assessment	32,840
Depreciation and amortization	476,389
Food services	433,380
Athletic and student services	36,177
Telephone and utilities	231,624
Maintenance of buildings and grounds	45,970
Facilities and occupancy costs	305,870
Interest expense	340,654
Insurance expense	-
City provided transportation services - in kind	-
On-behalf of payments to MTRS by the Commonwealth	-

Miscellaneous	-
Total operating expenses	<u>11,705,001</u>
Operating income/(loss)	<u>85,856</u>
<i>Nonoperating revenues/(expenses):</i>	
Private grants	
Contributions and other income	72,087
Rental income	
Interest income	984
Contribution expense	
Fundraising expense	(8,636)
Debt issuance costs	-
Total nonoperating revenues	<u>64,435</u>
Change in net position	150,291
Net position, beginning of the year	1,942,917
Prior Period Adjustment	<u>200,074</u>
Net position, end of the year	<u>\$2,293,282</u>

Statement of Net Assets for FY 17 (balance sheet)

Lowell Community Charter Public School
Statement of Net Position June 30, 2017
UNAUDITED

Assets

Current Assets:

Cash and cash equivalents	\$1,817,102
Cash - restricted	-
Accounts Receivable	55,205
Grants receivable	157,884
Prepaid expenses	<u>29,871</u>
Total current assets	<u>2,060,062</u>

Noncurrent Assets:

Capital assets, net	<u>11,867,362</u>
Total noncurrent assets	<u>11,867,362</u>
Total assets	<u>\$13,927,424</u>

Liabilities and Net Position

Current Liabilities:

Accounts payable	\$57,249
Accrued expenses	773,161
Unearned advances	-
Equipment lease	-
Mortgage payable - Boston Private - current portion	175,569
Mortgage payable - Lichoulas - current portion	85,070
Sinking fund - QZAB bond	132,000
Total current liabilities	<u>1,223,049</u>

Noncurrent Liabilities:

Mortgage payable - Boston Private - net of current portion	6,487,014
Mortgage payable - Lichoulas - net of current portion	756,079
Bond payable - QZAB	<u>3,168,000</u>
Total noncurrent liabilities	<u>10,411,093</u>
Total liabilities	<u>11,634,142</u>

Net Position:

Net investment in capital assets	1,063,630
Unrestricted	1,168,363
Restricted	<u>61,289</u>
Total net position	<u>2,293,282</u>
Total liabilities and net position	<u>\$13,927,424</u>

Approved School Budget for FY18

**LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
FY18 Approved Budget**

	FY 2018 Approved Budget
REVENUES	
Tuition - DOE	10,479,469
Federal/State/Other Grants	660,000
Food Service Fed/State Reimb	570,000
Medicaid Reimbursement	170,000
Development Fundraising	100,000
Before/After School Program	130,000
Other Income/Student Fees	10,000
TOTAL INCOME	12,119,469
PERSONNEL EXPENSES	
TOTAL SALARIES & WAGES	7,284,783
TOTAL PAYROLL TAXES	367,245
TOTAL EMPLOYEE BENEFITS	1,092,717
PROFESSIONAL DEVELOPMENT	110,000
TOTAL PERSONNEL COSTS	8,854,746
TOTAL STUDENT SUPPORT EXPENSES	1,002,000
TOTAL FACILITIES	1,173,523
TOTAL TECHNOLOGY	237,700
TOTAL ADMINISTRATIVE EXPENSE	311,500
TOTAL OPERATING EXPENSE	11,579,469
DEPRECIATION & AMORTIZATION	340,000
TOTAL OTHER EXPENSE	340,000
TOTAL EXPENSE	11,919,469
SURPLUS/(LOSS)	200,000

Lowell Community Charter Public School FY2018 Capital Plan

Facilities Update

This year the school hired a consultant to review the preventative maintenance program and provide a list of recommended capital improvements that should be undertaken at the school. The school is planning on addressing many of these recommendations in phases. First phase will include all items that will improve safety and address ADA compliance issues. The school also needs to issue an RFP for an emergency generator that will provide backup power for the school's electrical system including emergency lighting, as well as address water issues. The school also needs to cover the wood floors with VCT and update the bathrooms if funding is available.

Technology Plan

We are continuing to build a robust technology infrastructure to better meet the needs of our academic program and to prepare our students for the global digital world in which they live. We worked on the following priorities this year:

- Continuing to improve our computer-to-student ratio in preparation for online testing. This includes adding 4th grade to our one-to-one Chromebook program. We now have Chromebook carts in every 4th through 8th grade classroom. Additional Chromebooks have been purchased to add carts in every 3rd grade classroom this upcoming year.
- Use of Kindle e-readers in grades 7 and 8 for the majority of core reading assignments
- Enhancement of the LCCPS website
- Launch of the parent portal in grades 4-8 for parents to view and track the performance of their child.
- Purchase and implementation of additional IPADS in grades K-3 to be used for literacy intervention and small group work/centers. Additionally, the school will be implementing Apple TV in classrooms this coming school year.
- Planning to upgrade the media center in school year FY 17-18 with additional technology integration.

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	Students track 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 parents attended the student led conferences. Parent attendance is 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. “My child’s awareness of leadership skills has increased due to the school’s focus on leadership.” Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	95.92% of parents answered affirmatively in the annual parent survey that their child’s awareness of leadership skills has increased (see Attachment C).
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 were two leadership assemblies this year, one each for the primary and middle schools. Both were student led and included the presentation of leadership awards.
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	These 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. “At LCCPS, I learn more about myself and others.” “At LCCPS, I learn about leadership skills.” “At LCCPS, I learn about cultures that are different from mine.” Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Not Met	The school did not administer the survey this year. The school spent time in the spring reevaluating its approach to Tier I SEL and is beginning work with the PEAR Research Institute this Fall to help address our work this coming year. We are committed to administering the survey in the following years in conjunction with our work in this area.
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 school undertook a significant cultural competency training program in which all faculty participated in a two part cultural competency training that is part of an ongoing professional development plan in this area.

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; October and April parent teacher conferences. The April conference is a student-led conference	Met	Data on parent conference attendance is tabulated by teachers and maintained by the assistant head of school.
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.	This question will be part of the annual parent survey. “I am satisfied with the school’s efforts to communicate with families.” Possible Responses: Strongly Agree/Agree/Disagree/Strongly Disagree	Met	97.96% 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).

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).	Attendance will be tracked for each workshop and materials from the workshops will be maintained.	Met	Parent attendance is tracked for all meetings offered throughout the year. A range of workshops were offered and attendance was strong.
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
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.	These observations will utilize the observation checklist in TeachPoint, a specific rubric for student engagement in class with scores ranging from 1 to 5. <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 	Met	All teachers were observed and received feedback with their observations tracked in TeachPoint.
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
Each year, a minimum of 2 school leaders will present at local or state meetings regarding best practices.	Materials from presentations will be maintained.	Met	Deborah Motew, Director of Operations, presented at the state level regarding access and equity. Kindergarten Team Leader presented at regional SDE K-3 conference on the school’s leadership model and implementation of the Leader in Me framework.
During the term of the charter, LCCPS will host three meetings to share best practices with local and state educators.	Materials from presentations will be maintained along with attendance logs for these events.	Partially Met	Lowell Public Teachers from the Stoklosa were invited to attend a math workshop led by Greg Tang held at LCCPS. Six teachers and a math coach were in attendance. Further events will be hosted during the charter term in order to meet this goal by charter renewal.

Leadership will contribute to a blog on best practices and the wider educational community with at least 1 entry per month.	The blog will be maintained on the school's website and disseminated through social media.	Partially Met	Several blog entries are available on the website, but the monthly goal was not met.
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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	100% 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	A wide variety of community service opportunities were made available to students. This year 66% of 8 th graders met the 10-hour requirement. This is an increase from 59% in the prior year. This will continue to increase to reach the goal of 95% by 2020.

APPENDIX B
Charter School Recruitment and Retention Plan Template

Recruitment Plan
2017-2018

School Name: Lowell Community Charter Public School

2016-2017 Implementation Summary:

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)
 - 78% of our students are in the high needs subgroup, compared to LPS at 69.6%
 - 68.7% of our students are from families where first language is not English compared to 31.8% for LPS
 - 49% of our students are Limited English Proficient compared to 25.8 % 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.

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

General Recruitment Activities for 2017-2018:

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.

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

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.5%</p> <p>GNT percentage: 11.5%</p> <p>CI percentage: 12.9%</p> <p>The school is above GNT percentages and above CI percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p>✓ <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Beginning September and throughout the school year. LCCPS’ recruitment activities will include but not limited to information sessions, open houses, sending flyers, and appearing on television and radio to promote our program. The school will purchase an advertisement in newspapers (mainstream and ethnic). During the planned open houses and information sessions and meetings, the Special Education Director or designee will be speaking to the parents on the subject of our special needs population program.</p>
	<p align="center">(c) 2017-2018 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>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 49%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 25.8%</p> <p>The school is above CI percentages.</p>	<p align="center">(b) 2016-2017 Strategies</p> <p>✓ <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Beginning September and throughout the school year. LCCPS’ recruitment activities will include but not limited to information sessions, open houses, sending flyers, and appearing on television and radio to promote our program. The school will purchase an advertisement in newspapers (mainstream and ethnic). During the planned open houses, translated flyers and translating personnel will be provided. Newspapers, flyers and radio advertisements will be in our key represented languages.</p>
	<p align="center">(c) 2017-2018 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>

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

<p>(a) CHART data</p> <p>School percentage:47%</p> <p>GNT percentage: N/A</p> <p>CI percentage: 50.3%</p>	<p align="center">(b) 2016-2017 Strategies</p> <p>✓ <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>Beginning September and throughout the school year. LCCPS’ recruitment activities will include but not limited to information sessions, open houses, sending flyers, and appearing on television and radio to promote our program. The school will purchase advertisements in newspapers (mainstream and ethnic). Brochures and flyers will be posted in government buildings, local libraries, homeless shelters, food pantries, public assistance</p>
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<p>The school is below CI percentages.</p>	<p>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> <p>(c) 2017-2018 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. In addition to the before 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 non-profits to increase the percentage of the economically disadvantaged subgroup.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <p>Beginning September and throughout the school year, LCCPS' recruitment activities will include but not limited to information sessions, open houses sending flyers, and appearing on television and radio to promote our program. The school will purchase advertisements in newspapers (mainstream and ethnic). 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><u>Students at risk of dropping out of school</u></p>	<p>(d) 2016-2017 Strategies</p> <p>LCCPS is a K1-8 school and does not have students who are able to drop out of school.</p>
<p><u>Students who have dropped out of school</u></p>	<p>(d) 2016-2017 Strategies</p> <p>LCCPS is a K1-8 school and does not have students who are able to drop out of school.</p>
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(d) 2016-2017 Strategies</p> <p>Beginning September and throughout the school year. LCCPS' recruitment activities will include but not limited to information sessions, open houses, sending flyers, and appearing on television and radio to promote our program. The school will purchase advertisements in newspapers (mainstream and ethnic). Additional resources will be geared toward sponsorship events that are happening throughout the city. New organization will be targeted through our flyers and brochures.</p>

**Retention Plan
2017-2018**

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.

2016-2017 Implementation Summary:

LCCPS was successful in implementing our retention strategies and plans. Per the CHART data, LCCPS has increased if not exceeded the retention percentage as compared to our local district schools. Retention plans have kept the number low categorically in all student subgroups. This is due our adherence to our strategies and finding creative ways to communicate with our parents. LCCPS focuses on inclusion of students, use of data to make decisions in the best interest of students' education and consistent communication with parents in order to retain our students and families. Additionally parents are invested in what their children are learning and excited to see their children progress.

LCCPS has a very low attrition rate of 4.5%. LCCPS' retention rate is 95.5% with the majority of the attrition due to families moving to another town. LCCPS' attrition number is very low in comparison to LPS district in Limited English Proficient, Special Education and High Needs subgroups. We believe that active communication with parents and keeping them informed and involved engages both students and parents. The following notes our lower attrition rates when compared to the sending district:

- 3.1% of LCCPS Limited English Proficient students compared to 8.3 % for LPS
- 5.7% of LCCPS Special Needs Students compared to 10.5 % for LPS
- 4.9% of LCCPS of High Needs students compared to 8.6 % for LPS

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) 2016-2017 Strategies
<p>School percentage: 5.7%</p> <p>Third Quartile: 8.9%</p> <p>The school is below third quartile percentages.</p>	<p>✓ <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>The school keeps in constant communication with parents involving the special needs population as well as provides a robust curricular program. The school programs are inclusive to the population. The Director of Student and Academic Support or designee will be</p>

	<p>available during open houses to answer parents' specific questions. Teachers, adjustment counselors and behavior specialists, along with all special education service providers will build strong relationships with parents.</p>
	<p>(c) 2017-2018 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>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 3.1% Third Quartile: 10.4%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 Strategies</p> <p>✓ <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>The afterschool program provides extra homework help/ tutoring to LEP students. Communication to parents is completed 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>
	<p>(c) 2017-2018 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 2016-2017 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.7% Third Quartile: 9.9%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2016-2017 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 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>(c) 2017-2018 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>Students who are sub-proficient</u></p>	<p>(d) 2016-2017 Strategies</p> <p>LCCPS offers afterschool care which includes homework help and support for all students including sub-proficient. Our athletic program includes a study hall to ensure that sub-proficient students have the opportunity to build character and participate in sports while</p>

	getting support with homework. In 2016, the school offered Saturday classes and extra tutoring classes for sub-proficient students in ELA and Math. Teachers offer extra time at lunch and after/before school.
<u>Students at risk of dropping out of school</u>	(d) 2016-2017 Strategies We are K1-8 school and do not have students who are eligible to drop out of school.
<u>Students who have dropped out of school</u>	(d) 2016-2017 Strategies We are K1-8 school and do not have students who are eligible to drop out of school.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	(d) 2016-2017 Strategies 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.

APPENDIX C
School and Student Data Tables

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04560050&fycode=2016&rgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	217	27.1%
Asian	163	20.3%
Hispanic	383	46.9%
Native American	0	0%
White	26	3.2%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	28	3.5%
Special education	137	17.1%
Limited English proficient	393	49.1%
Economically Disadvantaged	377	47%

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date
Diana Lam Interim Head of School	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	07/01/2016	06/30/2017
Randy Taylor Assistant Head of School	Supports the Head of School 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	
Melva Harper Director of Finance and Operations/CFO	Accountable for the non-academic aspects of the school such as finances, grant supervision, daily operations, transportation, food services, technology, facilities and maintenance among others	04/08/2013	09/30/2016
Elvira Paulino Director of HR, Diversity and Compliance	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	
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	

Kimberly Woodford Director of Student Support Services / Dir. ECE	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. Manages federally funded grants	08/04/2014	
Sonya Patton Director of High School Transition Program	Responsible for third party and extra-curricular relationships and programs at LCCPS including the extended day program. She has overall accountability 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 Registrar of Students	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	
Bryan Cannon Middle School Principal	Supports the Head of School and other administrative personnel in all issues related to the operation of the middle school including daily supervision of faculty, staff, students and facility	11/03/2015	

TEACHERS AND STAFF ATTRITION FOR THE 2016-17 SCHOOL YEAR				
	Number as of the last day of the 2016-17 school year	Departures during the 2016-17 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	66	0	11	4 terminations / 7 resignations
Other Staff	99	7	6	4 terminations / 9 resignations

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL BOARD OF TRUSTEES, 2016-2017				
Name	Position on the Board	Committee Affiliations	# of terms served	Length of Term
Dr. Elizabeth Ambe	Clerk	Academic Achievement Committee		03/01/16 – 06/30/19
Darren Carmon	Member	Finance Committee		10/25/16 – 06/30/19
Hung Mai	Chair	Governance Committee	1	06/30/15 – 06/30/18
Fru Nkimbeng	Vice Chair	Governance and Development Committee	1	06/30/16 – 06/30/19
Imran Oomer	Treasurer	Finance and Governance Committee	1	06/30/17 – 06/30/20
Alicia Raspa	Member	Finance Committee		09/27/16 – 06/30/19
Robin Reed	Member	Finance, Governance and Academic Achievement Committees		06/06/16 – 06/30/19

Appendix D

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	N/A
Charter School Leader	Diana Lam served as Interim from 07/01/16 to 06/30/17 – Nicholas Leonardos began as Executive Director on 07/01/17
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	NA

Facilities

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

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2017-2018 school year?

Action	Date(s)
Student Application Deadline	February 16, 2018
Lottery	March 1, 2018

Complaints received by the Board of Trustees

The Board of LCCPS received no official complaints in the 2016-2017 year.

Attachment A

Lowell Community Charter Public School Galileo Data Results 2016-2017

2016-17 LCCPS GALILEO BENCHMARK SCORES		
<i>Teacher</i>	<i>Reading Growth Indicator</i>	<i>Math Growth Indicator</i>
K Teacher One	exceeded growth	met 75% mean goal
K Teacher Two	exceeded growth	met growth
K Teacher Three	exceeded growth	met growth
K Teacher Four	exceeded growth	met growth
1st Teacher One	met 75% mean goal	exceeded growth
1st Teacher Two	met 75% mean goal	exceeded growth
1st Teacher Three	not met	exceeded growth
1st Teacher Four	met 75% mean goal	met growth
2nd Teacher One	met growth	met growth
2nd Teacher Two	met growth	exceeded growth
2nd Teacher Three	not met	exceeded growth
2nd Teacher Four	not met	met growth
3rd Teacher One	exceeded growth	exceeded growth
3rd Teacher Two	exceeded growth	exceeded growth
3rd Teacher Three	met growth	exceeded growth
3rd Teacher Four	met growth	met growth
4th Teacher One	met growth	exceeded
4th Teacher Two	met growth	exceeded
4th Teacher Three	met growth	met growth
4th Teacher Four	met growth	met growth
5th Teacher One	exceeded growth	exceeded growth
5th Teacher Two	exceeded growth	exceeded growth
5th Teacher Three	exceeded growth	exceeded growth
5th Teacher Four	exceeded growth	exceeded growth
6th grade - 4 classes	exceeded growth	exceeded growth
7th grade - 4 classes	met growth	exceeded growth
8th grade - 4 classes	met growth	exceeded growth

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

PROFESSIONAL DEVELOPMENT LOG 2016-2017			
<u>Date(s)</u>	<u>Title</u>	<u>Content</u>	<u>Hours</u>
15-Aug-16	Mission and Vision/ A Day in the Life	LCCPS Mission and daily schedule - structure - overview of handbook	2 hours
15-Aug-16	Evaluation System	new teacher evaluation system - purpose and timeline	1 hour
15-Aug-16	HR Policies	HR policies and ADP	1 hour
16-Aug-16	Kagan Cooperative Learning	Kagan Cooperative Learning structures Day 1	7 hours
17-Aug-16	Intro to Curriculum	overview of LCCPS curriculum and assessment structure	2 hours
18-Aug-16	7 Habits of Highly Effective People	7 Habits of Highly Effective People signature training	8 hours
19-Aug-16	Responsive Classroom	Responsive Classroom overview	6 hours
22-Aug-16	Vision/Goal Setting	beginning of year teambuilding and goal setting	2 hours
22-Aug-16	Nurse training	overview of nurse procedures and EPI pen training	1 hour
23-Aug-16	Google Classroom	Google Classroom and Google Drive training	7 hours
24-Aug-16	SPED Training	overview of SPED program and requirements/laws	1 hour
24-Aug-16	Discipline and Restraint	discipline and restraint training including TCI	3 hours
24-Aug	Flexible Thinking	training on flexible thinking initiative being used in counseling and SPED dept.	1 hour
25-Aug	enVision Math	enVision 2.0 math training	6 hours
26-Aug	Language Based Disabilities	overview on language based disabilities and classroom strategies	3 hours
26-Aug	BAS Training	Benchmark Assessment System training	1 hour
26-Aug	Motivation and Drive	motivational speaker to launch new school and center our work on students	1 hour
7-Sep	Grading Procedures 4-8 and Enrichment Block	use of the new grading system in 4th-8th grade	1 hour
14-Sep	Math Rack	early number sense and using the rekenrek to provide support and implement strategies	2 hours
14-Sep	Notice and Note	launch of Notice and Note reading strategies	1 hour
21-Sep	Math Facts	math fact strategies	1 hour
21-Sep	6-8 Mfg.	Department meeting and Plus Portal	1 hour
28-Sep	2016 Results	results shared from 2016 PARCC	1 hour
12-Oct	Committee Meetings	faculty committee meetings	1 hour

26-Oct	Student Handbook	CPR review of student handbook	1 hour
2-Nov	Leader in Me and goal setting,	discussion of diversity and resilience	3 hours
9-Nov	MCAS 2.0	ELA MCAS 2.0 review and strategies	1 hour
16-Nov	Committee Meetings	faculty committee meetings	1 hour
7-Dec	Windows Into SPED	flexible thinking, accommodations vs. modifications, assistive tech, behavior	4.5 hours
14-Dec	Leader in Me	teambuilding and implementation	1 hour
4-Jan	Intro to Keys	introduction to writing process	1 hour
11-Jan	Keys to Literacy	Keys to Literacy K-3 and 4-8 training	5 hours
11-Jan	Cultural Competence	Cultural Competence Cohort I training	4 hours
18-Jan	Committee Meetings	faculty committee meetings	1 hour
25-Jan	3 Reads	strategies for reading math word problems	1 hour
Feb 1st	MCAS Preparation	MCAS 2.0 preparation ELA and Math	1 hour
Feb 13th	Word Problems	Bar Modeling drawing - ELL focus	2.5 hours
1-Mar	Site Visit Prep	preparation for site visit	1 hour
March 8th	MCAS and Conference Prep	MCAS Practice Results, Student Led Conferences	2 hours
March 8th	Cultural Competence	Cultural Competence Cohort 2 training	4 hours
March 15th	Data Analysis	Galileo data analysis	1 hour
29-Mar	Cultural Competence	Cultural Competence Cohort 2 training	4 hours
29-Mar	MCAS Security	MCAS 2017 security training	1 hour
29-Mar	Cultural Competence	Cultural Competence Cohort 3 training	4 hours
12-Apr	Committee Meetings	faculty committee meetings	1 hour
26-Apr	Math MCAS Preparation	Math MCAS preparation including prep schedule	1 hour
3-May	Cultural Competence	Cultural Competence Cohort I and 2 training	4 hours
10-May	Committee Meetings	faculty committee meetings	1 hour
17-May	MCAS Science Training	MCAS Science Security Training	1 hour
24-May	Cultural Competence	Cultural Competency Dialogue	1 hour
31-May	Trimester Brochures/Supplies	Supply Ordering and Trimester Brochures	1 hour
7-Jun	Cultural Competence	Cultural Competency Cohort 3	4 hours
14-Jun	End of Year Wrap Up	End of Year Wrap Up	1 hour
21-Jun	Cultural Competence	Cultural Competency Cohort 4	4 hours
<p><i>Additionally throughout the year all grade level teams spent an average of 4 hours a month in curriculum and team meetings discussing curriculum, assessments, data, etc. The majority of teachers also attended off-site trainings such as close reading, Foundations, guided math, math centers, working with struggling middle school learners, ELL strategies, etc.</i></p>			

Attachment C
Lowell Community Charter Public School 2016-2017 Parent Survey Results

<i>Parent Survey Questions 2016-17</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.	0.99% (2)	1.98% (4)	32.18% (65)	64.85% (131)	97.03% (196)	202
Staff at the school care about my child and their progress.	1% (2)	1.99% (4)	35.32% (71)	61.69% (124)	97.01% (195)	201
My child is able to access all school programs.	0.5% (1)	6.5% (13)	39.5% (79)	53.5% (107)	93.00% (186)	200
I am likely to recommend LCCPS to others.	2.49% (5)	0.5% (1)	25.37% (51)	71.64% (144)	97.01% (195)	201
I am satisfied with the overall experience at LCCPS.	2.02% (4)	2.53% (5)	35.35% (70)	60.1% (119)	95.45% (189)	198
I am invited to parent meetings and other events at the school.	0.5% (1)	0.5% (1)	33.5% (67)	65.5% (131)	99.00% (198)	200
I feel that my input and my role as a parent is valued and respected by LCCPS staff.	2.5% (5)	2.5% (5)	46.5% (93)	48.5% (97)	95.00% (190)	200
LCCPS involves families with learning.	2.53% (5)	0.51% (1)	43.43% (86)	53.54% (106)	96.97% (192)	198
I am satisfied with the school's academic program.	1% (2)	2.5% (5)	38.5% (77)	58% (116)	96.50% (193)	200
My child's teacher(s) communicates with me regularly about my child's progress.	1.5% (3)	5% (10)	34.5% (69)	59% (118)	93.50% (187)	200
LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, African and other world cultures.	2% (4)	3% (6)	40.5% (81)	54.5% (109)	95.00% (190)	200
The academic curriculum at LCCPS has a multicultural focus to support our diverse population.	2.01% (4)	3.02% (6)	42.71% (85)	52.26% (104)	94.97% (189)	199
I am satisfied with the bullying policy at LCCPS.	1.01% (2)	6.06% (12)	44.44% (88)	48.48% (96)	92.93% (184)	198
My child is safe at LCCPS.	1.01% (2)	3.02% (6)	40.2% (80)	55.78% (111)	95.98% (191)	199
I expect my child to graduate from college.	1% (2)	0.5% (1)	21.5% (43)	77% (154)	98.50% (197)	200

Attachment D
Lowell Community Charter Public School 2016-2017 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 (choose from the drop down menu)	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.)
Recruiting and Retention	DESE webinar	Deborah Motew Registrar	Access and Equity	DESE and MA Public Schools	Power Point shared with participants as part of webinar
Leadership Model	Session at a regional educational conference for teachers and other educators	Siobhan Lavery K Lead Teacher	Program Delivery	Attendees at the Regional Staff Development for Educators PreK-3 conference	SDE flyer with course description, Power Point from presentation, leadership materials/handouts given to teachers
Effective Strategies for Solving Word Problems	Professional development session held at LCCPS	Carey Reeve Hildebrand Chief Academic Officer	Program Delivery	5 teachers and 1 math coach from the Stoklosa School, Lowell Public School District	professional development packet used during the training
Building Leadership through the use of the 7 Habits	Leadership assembly	Randy Taylor Assistant Head of School	Culture and Family Engagement	2 teams from visiting schools, McKay Arts Academy and Young Academics	Program from Leadership Assembly, supporting documents created at LCCPS for our leadership model