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Amendment Request Contents

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**Massachusetts Department of Elementary and Secondary Education
Charter Amendment Request Cover Sheet**

All amendment requests (except board of trustee member approvals*) must include a completed cover sheet.

School Information

School Name and Mailing Address	Lowell Community Charter Public School 206 Jackson Street Lowell, MA 01852
Districts Chartered to Serve	Lowell
Name of School Leader	Kathy Egmont
Name of Board Chair	Hung Mai
Contact telephone number Indicate if <input type="checkbox"/> School Leader or <input checked="" type="checkbox"/> Board Chair	Hung Mai, Chair, Board of Trustees 617-515-9742
Contact email address Indicate if <input type="checkbox"/> School Leader or <input checked="" type="checkbox"/> Board Chair	hmai77@gmail.com

Nature of Amendment Request

Major Amendment (check change(s) that are requested)

- Educational philosophy or mission
- Governance or leadership structure
- Contractual relationship with an education management organization that is providing or planning to provide substantially all the school's educational services
- Curriculum models or whole-school change designs that are inconsistent with those specified in the school's charter
- Location of facilities, if such change involves relocating or expanding to another municipality (whether or not a school is regional)
- District(s) specified in the school's charter
- Maximum enrollment
- Grades served

Minor Amendment (check change(s) that are requested)

- School name
- Bylaws
- Schedule (e.g. length of school year, school week, or school day)
- Enrollment policy and application
- Enrollment growth plan (new charter or amended charter)
- Code of conduct (expulsion policy)
- Corrections and clarifications involving the mission statement or other sections of the charter that do not fundamentally affect the school's mission, organizational structure, or educational program
- Memorandum of Understanding (Horace Mann)

*See Charter Amendment Guidelines for information about board of trustees' membership.



BOARD OF TRUSTEES

Catherine Burdt
Carol Keirstead
Doeun Kol
Hung Mai, Chair
Stacie McDermott
Tyrone Mowatt
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July 19, 2013

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Dr. Mitchell Chester
Board of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

HEAD OF SCHOOL

Kathy Egmont

Dear Commissioner Chester:

This has been an exciting year for Lowell Community Charter Public School (LCCPS). We were designated a Level 1 school, with a Commendation for our progress closing the proficiency gap; the Board of Elementary and Secondary Education (BESE) removed our school from probationary status; our amazing sports teams won several championships and over fifty of our fifth and sixth grade students were awarded the Presidential Excellence Award. Our parent engagement efforts have resulted in over 90% of our parents participating in their parent conferences this year and parent attendance at our events was higher than ever.

In the fall, we completed a rigorous and thorough strategic planning initiative in order to articulate our community's shared values, aspirations and priorities over the next five years. The process was facilitated by the Executive Director of the Center for Collaborative Education, Dan French, and included a thoughtful review of the mission, goals, strengths and challenges of the school. As a school community we are committed to continued academic growth and sustainable success following our initial progress in transforming our school. The strategic planning process was comprehensive and collaborative, involving the Board, school leadership, faculty, parents and students. The 2012-2017 Strategic Plan was adopted by the Board at a regular meeting held on November 18, 2012. Our continued academic growth and strategic plan bring us to the point of requesting a grade and enrollment expansion at this time. Therefore, on behalf of the Lowell Community Charter School Board of Trustees, I respectfully request your approval of the following two major amendments:

1. Grade expansion – to allow LCCPS to restore grades seven and eight, returning to a K – 8 structure that parallels the structure of the Lowell Public Schools, and to add K1 for four-year olds. Grades seven and eight would be added over the next two school years by keeping our current 6th graders for 7th grade (2014-2015) and then allowing them to stay for 8th grade in 2015-2016. Two K1 classes would be added in 2014-15.
2. Enrollment expansion – to allow LCCPS to expand our enrollment from 640 to 800 by 2015-2016 by adding 110 students in 2014-15 and 50 in 2015-16.

The LCCPS Board of Trustees voted unanimously to request these major amendments to our charter at a regular meeting held in compliance with Massachusetts Open Meeting Law (OML) G.L. c30A,s.11^a1/2 on July 17, 2013. Attached please find the required criteria, supporting data and timelines for action plans. These amendments are being requested for four reasons:

- The Lowell Public School system is structured with elementary and middle schools being PK – 4; PK – 8 or grades 5 – 8, aside from two schools that are K – 4. LCCPS is a non-standard K – 6 configuration. This inconsistent structure presents challenges for our students and families. Ending after sixth grade creates a forced interruption of the academic program for our sixth graders which is detrimental to their progress. This is of particular importance given that the population of students we serve are primarily High Needs, including English Language Learners and Students with Special Needs. Ninety-one percent of our students taking the MCAS were in the high needs subgroup. Our program is showing great progress, with our students in fifth and sixth grade scoring significantly higher than the tradition public school (LPS) district. In addition to the interruption itself, students will lose ground as they adjust to a new school, and the new school adjusts to their needs, whether they are ELL, SPED, or low-income. Many students will be sent to schools where the performance is below that of LCCPS. (See Attachments D, E, & F)
- Lowell Community Charter Public School recognizes the value of an extra year of schooling before first grade for our high needs students, particularly those whose families do not speak English and have few resources for teaching their children academic language, school routines or even conversational English. The city of Lowell has worked hard to ensure access to preschool for children in the city. The school district is serving over 400 children in their programs and there are still 200 children on a waiting list. We would like to offer the same option to the parents who have chosen our school by developing a two-year Kindergarten program which accepts children who are four by September 1st.
- Retention of students and families is a key goal for our school in order to become the high performing school we envision. Many parents of students who have to leave following grade six decide to move their younger siblings to the new school because of the hardship of having children in several schools. This can be particularly detrimental to us because as many as 50% of a sixth grade may have siblings in the school. The attrition caused by not having grades seven and eight is impacting our academic success. We are seeking to build a stable student body and school culture of excellence so that we can build on our work with them in the early grades.
- Financially, LCCPS is locked into a lease with fixed costs for the building through 2017. The reduction to 640 students has created a situation where those costs currently place and will increasingly place a burden on the school making it more difficult to maintain the support services needed for our diverse population of students. These fixed cost disadvantages are further magnified by the added financial resources needed to support the Common Core requirements in the upcoming years as well as our special education costs. It is essential that we create a stable financial structure that will allow us to build a reserve.

As you know, the school has diligently addressed the concerns which caused us to be placed on probation. We have made great strides in advancing teaching and learning and in becoming an urban school of excellence. The Board of Trustees and the Head of School believe that we can continue the progress we have made with our students through grade eight and prepare them for a successful high school experience and beyond.

We appreciate the opportunity to rebuild and transform our school following the January 2010 decision to place our school under conditions. We have a committed and stable Board of Trustees and a strong Leadership Team that are working together to accomplish the goals set forth in our Strategic Plan. We will make certain that every student coming to our school receives the support they need to become proficient in English, Math, Social Studies and Science, while at the same time assisting them to develop leadership skills, adjust to a new culture, and learn the requisite social skills to ensure success in high school. We hope that you have seen the transformation in our school and our total commitment to succeeding in our mission. We appreciate the support provided by the Charter School office and hope that you will look favorably on this request.

Please contact me if you have any questions about this amendment request.

Sincerely,

Hung Mai, Chair
LCCPS Board of Trustees

Cc: Cliff Chuang, Associate Commissioner, Charter Schools Office
Alyssa Hopkins, New Schools Development and Governance Coordinator
Alison Bagg, Accountability Coordinator

Lowell Community Charter Public School Amendment Request Criteria

Maximum Enrollment with Change in Grades Served

Indicate how many additional seats are requested.

Indicate the proposed new grades and the total grade span of the school if the amendment is granted.

LCCPS is currently serving grades K – 6 and is asking to add grade 7 and grade 8 returning to a K – 8 school structure. We envision the addition of two K1 classes, and a stable structure of four classes at each grade level, K- 8, by the year 2016.

- The 2013-2014 grade 6 students will become the 2014-2015 Grade 7 students
- The 2014-2015 grade 7 students will become the 2015-2016 Grade 8 students
- In 2014-15, Our K program would include two K1 classes

We are seeking an increase from 640 students (2013-2014) to 800 students by 2015-2016, an expansion of 160 students to create a K1 – grade 8 school.

Indicate, in a table, the distribution of new students in the school by grade and the implementation timeline, projecting a five-year enrollment pattern, or more if necessary, to project the maximum enrollment requested.

New students would be taken in at the K1 and K grade level each year, K1 students would be 4 by Sept. 1; new K students would be 5 by Sept. 1. The students in sixth and seventh grade would move up and there would be no expansion in terms of taking in classes of new students at that level.

(See Attachment A)

Indicate, in a table, the distribution of students in the school and the implementation timeline over a five-year period, or more if necessary, to project the full grades served.

The school has been functioning with approximately 100 students at each grade level. We envision lowering those numbers as indicated in order to have smaller class sizes. The school has historically had a more transient population that creates some unpredictability of attrition. We expect that the numbers will stabilize by 2019-20 as indicated in our grade distribution table to eliminate the bubble of larger classes.

(See Attachment A)

Description of the Community to be Served

Describe how this amendment enhances or expands the educational opportunities currently available to the targeted student population.

This amendment enhances the educational opportunities for students in Lowell as it adds a middle school option. Right now there is no option, other than private or parochial schools, for the middle school years. The Lowell public school system is structured with only PK/K – 4, 5 – 8 or PK – 8 schools. There are no schools designed for seventh grade admissions. Our students are primarily returning to Lowell Public when they leave us after 6th grade. Expanding LCCPS to 8th grade will create an additional choice for families of middle school students. Expanding our program which is designed to meet the needs of low income, high need, ELL and students with special needs will provide needed services to many children.

We currently serve a population that is representative of Lowell's diverse, urban community with a high number of immigrant families; twenty-three languages are spoken and students represent twenty-one different countries.

Student Enrollment SIMS June 2013

Subgroups	% of the entire student body
African-American	27%
Asian	24%
Hispanic or Latino	40%
White	5%
Native American	0%
Native Hawaiian, Pacific Islander	0%
Multi-race	4%
Family Language Not English	66%
Special Education	19%
Limited English Proficient	52%
Low Income (free and reduced lunch)	84%
High Needs	91%

Describe how the charter school has determined a need to increase maximum enrollment and/or increase the grade span.

LCCPS has determined the need to increase our grade span and to increase our enrollment based on the following priorities:

- **Minimize Disruption**

The Lowell Public School system is structured with PK/K – 4; 5 – 8; or PK – 8 schools. Our primarily high needs (91%) students have to interrupt their middle school experience which is a disadvantage to their learning. Ninety percent of our students taking the MCAS were in the High Needs Subgroup. Our program is showing great progress, with our students in grades five and six scoring significantly higher than the district public schools. Our concern is to give our students every opportunity to continue to grow and succeed in high school and beyond. Our current K – 6 structure does not match the Lowell Public Schools’ structure which creates an unnecessary transition for our students. Parent desire for expanding to grade 8 was a key issue in our strategic planning process, brought up by every constituent group. 97% of fifth and sixth grade parents who took our school survey in 2012 said that they would stay through grade 8 if given the option and are in support of our attempt to be a K – 8 school. We conducted a parent survey again in June 2013 and this year 98% of the parents who responded said their child would stay through 8th grade if given the option. (See Attachment B)

- **Promote High School Success**

Our desire to impact our students to ensure that they finish high school and go to college is a key driver in our request to expand to grade eight. In a city where the public high school graduation rate for English Language Learners is concerning, at just 59.5%, we believe our emphasis on academic achievement as well as our focus on leadership, confidence, cultural competency, study skills and personal goal setting will prepare our students for success in High School. We intend to hire a High School Transition Counselor to track our graduates and follow them through high school. The 5 year High School drop-out rate for ELL students at Lowell High is reported at 16.7 %. We hope to collaborate with the Lowell Public Schools and any private or technical schools our alumni attend to help ensure that our students graduate successfully.

- **Enhance Early Childhood Support**

The benefit of the additional year of Kindergarten to prepare our students for listening, speaking, reading and writing in English at the first grade level is profound. Parent desire for expanding to offer a K1 is extremely high based on our application requests and parent surveys. With 66% of our children coming from families who do not primarily speak English and with 84% of our students in a low-income subgroup, we know that our K students enter school with a reduced vocabulary, lack of school experience or math experience. We find

that many of the families are learning English along with their young students and this will give us time to help them adjust to our school culture as well.

(See Comparison of Demographics, Attachment C)

- **Increase Stability**

Retention of students is a key goal for our school. Our cohort study indicates the longer children stay with us, the higher the percent proficient. With 52% of our students being Limited English Proficient, we see many children who need more time to reach mastery of academic language. Last year 64% of students who had been with us for seven years were proficient/advanced on the MCAS in ELA and 58% were proficient/advanced in Math. It is clear to us that our current situation of high student turnover due to families pulling younger siblings to follow their 6th grader's placement is a challenge for us in terms of reaching higher percentages of proficient students. We are concerned that having students leave in the fourth or fifth grade due to siblings moving out from grade 6, or because their parents don't want the interruption after grade 6 is making it difficult for us to continue our academic growth. We believe our scores could go even higher with consistency and two more years of teaching our students. (See Attachments D, E, & F)

- **Build Fiscal Sustainability**

The lease signed in 2009 requires us to be in this building until 2017. The fixed costs of the building were decided when the student body was far larger. The reduction in enrollment has created a financial constraint which will impact our ability to sustain the level of supports we currently offer, in our work to raise performance. Returning to a full enrollment will enhance the financial viability of our program and our ability to meet the needs of our students. We cannot sustain the costs of this building without expansion. (See Attachment G, 5 Year Plan)

Curriculum

Describe the process used to develop curriculum for the increased grade span and a timeline for curriculum development and implementation. Describe the process that will be used to align curriculum to the Massachusetts curriculum frameworks (CF).

The Lowell Community Charter Public School has built a K-6 curriculum designed to develop active learners, intellectual curiosity, critical thinking, and engagement in learning with a robust foundation of strong math and language skills. The development of curriculum is overseen by the Achievement Specialist in conjunction with the Academic Leadership team. The LCCPS Curriculum Committee, comprised of grade level representatives, works with the Achievement Specialist in the development and writing of the curriculum based directly upon the Massachusetts Common Core Standards. The curriculum is further refined by the work of grade level instructional teams and the academic coaching staff.

The school's curriculum utilizes the Understanding by Design framework by Jay McTighe, detailing the three stages of curricular development. The integral first step of curricular design for any subject involves the year-long scope and sequence of MA Common Core standards. The assessments including the crucial development of performance tasks are then outlined along with the essential questions and "I can" student objectives. Finally, the learning activities and resources are created and gathered in order to meet the outlined standards and learning targets. This same process will be utilized for the development of both the 7th and 8th grade core curriculum, ensuring full alignment to the Massachusetts Common Core State Standards. The curriculum is always seen as a "work in progress" with continuous refinements and adjustments year-to-year in order to continue to build upon the existing curricular design. Core grade level curricular documents consist of year-long curriculum overviews with pacing and standard scope and sequence, detailed unit plans utilizing the Understanding by Design (UbD) framework, and end-of-year benchmarks based upon Common Core expectations. Additional curricular documentation in the form of (GRASP) performance tasks, lesson plans and specific program pacing guides are also developed. The Curriculum Committee and Assessment Team are also responsible for the development of the assessment calendar, writing benchmarks with anchors and assessment rubrics in order to help guide the work of data-driven instruction and curriculum design.

Proposed Curriculum Grades 7 & 8

Curriculum design for 7th and 8th grade would follow the timeline below. The timeline and process would be managed by the Achievement Specialist in conjunction with the Head of School.

Action Step	Timeframe
Formation of 7 th grade curriculum committee	January 2014 (or upon approval)
Curricular Program Review to determine further curriculum adoption steps i.e. pilot materials, review of RTTT model units, review of Common Core Curriculum Project units, review of PARCC model frameworks, etc.	January 2014 – April 2014
Development of unit overviews and scope of sequence of MA Common Core standards	February 2014 – April 2014
Any curricular program adoptions finalized	May 1, 2014
Specific units developed utilizing Understanding by Design template	May 2014 – July 2014
Curricular materials purchased	May 2014 - June 2014
Vertical and horizontal alignment reviewed	July 2014
Process repeated during the 2014-15 school year for 8 th grade curriculum	

Provide an outline of the curriculum that will be used in the new grade levels, including the content and skills to be taught in the core content areas at each new grade level.

The core curriculum for 7th and 8th grade would include English Language Arts, Mathematics, Science, Social Studies, and Specials (art, music, PE, media, World Cultures and technology). The table below outlines specific content considerations and plans currently under consideration for the seventh and eighth grade curriculum. In addition to the core curriculum, the school is committed to support students at every level of learning, spanning the range of abilities we serve. Curriculum and instruction will also cover topics such as study skills, test-taking strategies, adolescence and social skills and high school preparation.

Core Subject Area	Content/Skills	Resources
English Language Arts	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards • Focus on text complexity and close reading of text • Focus on analysis and interpretation of text with strong and textual evidence • Analysis of author’s craft and use of language and structure • Emphasis on informational text in conjunction with literary works • Writing across the curriculum with an emphasis on expository and persuasive writing • Use of culturally relevant materials aligned to the Common Core and our mission statement • Use of multimedia presentations and technology to convey and present information • Integration of literature and informational text with other core subjects 	<ul style="list-style-type: none"> • Common Core Project Curriculum Maps • Common Core Suggested Exemplar Texts • Race to the Top Model Units • Empowering Writers • Writer’s Notebook • Prentice Hall Anthology • Trade Literature (literary and informational) • Dramatic and poetic readings

<p>Mathematics</p>	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards • Application and targeted use of the Standards for Mathematical Practice • Emphasis on focus standards as outlined in the MA Common Core grade level overview involving ratios and proportional relationships, the number system, expressions and equation, geometry and statistics and probability • Written and visual display/modeling of mathematical processes in conjunction with use of manipulatives • Algebra I for 8th grade students who pass qualifying test 	<ul style="list-style-type: none"> • Pearson Prentice Hall Mathematics • Connected Math 3 • Race to the Top Model Units • Informational Trade Literature
<p>Science</p>	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Content Literacy Standards and the MA Science Standards • Focus on analysis and interpretation of text with strong and textual evidence • Analysis of author's craft and use of language and structure • Structured lab work with implementation of the scientific process and scientific language • Content specific units with cohesive lab work, readings and performance tasks • Scientific and technical writing • Analysis of primary and secondary sources 	<ul style="list-style-type: none"> • Pearson Science Explorer series (new series to be part of curriculum review following state's adoption of new science standards) • Museum of Science/FOSS/Project Zero kits • Race to the Top Model Units • Informational trade literature
<p>Social Studies/History</p>	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards and the MA Social Studies Standards • Focus on analysis and interpretation of text with strong and textual evidence • Analysis of author's craft and use of language and structure • Content specific units with cohesive use of content reading and writing skills and historical contents/perspectives • Historical and persuasive writing • Analysis of primary and secondary sources in conjunction with historical fiction to examine significant events or time periods through a variety of perspectives 	<ul style="list-style-type: none"> • Teachers' Curriculum Institute History Alive • Race to the Top Model Units • Trade literature (both literary and informational) • Dramatic and poetic readings

Proposed Curriculum for K1

Our K1 program will extend the time we have to prepare our youngest students for first grade. Two years of exposure to a content rich, language based program will enhance their performance, especially for new immigrant children or children who arrive with gaps in their language development, critical thinking and social experiences. This program will be thematically based and developed in units. Our belief is that the more language is tied to hands on experiences and activities, the easier the vocabulary development process becomes. One of our goals is to create a joyful environment which fosters creativity, critical thinking and independent learning skills, while building community and collaboration in every classroom.

In addition to a structured oral language and phonemic awareness program, teachers will be expected to use chants, songs, stories and play to help children gain the necessary skills for strong language skills, in order to prepare them for reading. While we do not necessarily expect all K1 children to learn to read before K, if they are ready we will teach them.

The K1 year allows the K program to move children further before grade 1. With the expectations of the common core, we believe that offering K1 will help our children to experience success in grade 1. A full day K1 program will make an enormous difference in the academic and social language of our students.

Kindergarten Literacy

<u>Literacy Component</u>	<u>Timeframe</u>	<u>Resources</u>
<p><i>Shared Reading</i> <i>Shared reading is read-along reading. The teacher does most of the reading and the children read along with the teacher contributing words that they know. Shared reading is typically a whole group activity led by the teacher. The teacher chooses text for a specific purpose that includes certain concepts of print, sight words, decoding strategies, repeated phrases, etc.</i></p>	<p>15 – 20 minutes daily</p>	<p>Big Books (separate from read aloud books) Poems Songs Nursery rhymes Mimeo file of emergent reader</p>
<p><i>Interactive Read Aloud</i> <i>An interactive read aloud is done by the teacher. The book selected is more challenging than either the shared reading or guided reading resource. This is a place to have students practice listening comprehension as well as reading skills and strategies such as finding the main idea, sequencing a story, comparing and contrasting two characters, etc. The read aloud is a vehicle to explore making meaning of what is read as well as content. The teacher models comprehension of text as students build a shared understanding of reading skills, strategies and/or content.</i></p>	<p>15– 20 minutes daily</p>	<p>Trade literature chosen for skill/strategy Trade literature - the classics Thematic Trade literature Big Books (not those used for shared reading)</p>
<p><i>Guided Reading</i> <i>In guided reading students are grouped by ability in small leveled groups by their instructional reading levels. Guided reading is done by children but supported with the teacher’s modeling and prompting. During guided reading, students read leveled books that are at their instructional reading level, as noted by a running record such as Rigby. The focus is on learning to read not content. K1 might start with alphabet books and introductions to print. We will move at the pace of the students who come to us.</i></p>	<p>45 minutes (3 – 15min groups) Each group is seen a minimum of three times per week</p>	<p>Leveled readers from the curriculum library Decodable text sets A-Z readers Scott Foresman leveled text</p>

<p>Literacy Centers/Workstations <i>During literacy centers, students have independent and small group practice with a variety of literacy activities. These should be differentiated so that homogenously grouped students can complete the activity with little to no support. This is done so that not only do students have additional targeted practice but to free up the teacher to run guided reading groups.</i></p>	<p>30 - 45 minutes</p>	<p>Literacy Centers include</p> <ul style="list-style-type: none"> • Sight words • Phonemic Awareness • Foundations/Phonics • Reading the Room • Writing • Independent Reading • Buddy reading
<p>Foundations <i>Foundations is a Common Core aligned scripted phonics program that is done daily to teach students basic phonics skills.</i></p>	<p>20 - 30 mins</p>	<p>Foundations program</p>

Possible Schedule

<u>Time Frame</u>	<u>Activity</u>
8:00 – 8:30	Morning Meeting
8:30 – 9:00	Foundations/ alphabet work
9:00 – 9:30	Shared Reading/Read Aloud/chants, music
9:30 – 10:15	Literacy Centers/Guided Reading
10:15 – 10:30	Snack
10:30 – 11:00	Math
11:00 – 11:30	Dramatic play/centers/lunch
12:00 – 12:45	Recess and Rest Time
12:45 – 1:30	Specials
1:30- 2:15	Free play/ movement/
2:15 – 3:15	Theme/Center Block

Describe the process and procedures used to evaluate whether the curriculum is effective and successfully implemented.

LCCPS currently has in place processes and procedures to evaluate the effectiveness of curriculum. There is a structured curriculum review process that is driven by the Achievement Specialist in which subject areas are reviewed for alignment and content on a rotating basis. Additionally, the following structures are in place to ensure the successful implementation of new curriculum:

- Weekly curriculum or team meetings during which curriculum is discussed and developed. Teams (or in this case departments) meet together to share-out ideas, form plans and refine units
- Structured assessment plan including Galileo benchmarks that allow direct assessment of the standards taught and a record of student-level mastery. Additional unit tests, performance tasks, writing prompts and labs are used to monitor whether or not the curriculum is:
 1. Meeting the needs of the students
 2. Teaching to the standards as designed
 3. Being implemented correctly
- Lesson plans are collected on a weekly basis and monitored for pacing and alignment to the school's curriculum
- Frequent walk-through and observations allow for the Academic Leadership to be aware when the curriculum is not being implemented with fidelity or where there might be instructional concerns
- Robust professional development that centers on best-practices in instruction. A strong curriculum plan is useless without the instructional design and practice to implement it strongly. Professional development in content literacy, close reading of text, informational and argumentative writing, cooperative learning and integration of technology will be put into place for seventh and eighth grade teachers

<u>Action Step</u>	<u>Timeframe</u>
Formation of K1 curriculum committee	January 2014 (or upon approval)
Curricular Program Review to determine further curriculum adoption steps i.e. pilot materials	January 2014 – April 2014
Development of unit overviews and scope of sequence of MA Common Core standards	February 2014 – April 2014
Any curricular program adoptions finalized	May 1, 2014
Specific units developed utilizing Understanding by Design template	May 2014 – July 2014
Curricular materials purchased	May 2014 - June 2014
Vertical and horizontal alignment reviewed	July 2014

<u>Core Subject Area</u>	<u>Content/Skills</u>	<u>Resources</u>
English Language Arts/ literacy and fluency	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards • Focus on development of language, speaking, listening, reading readiness and writing. Integration of literature and informational text with other core subjects. Oral language • Thematic units • Readiness skills/Understanding Print 	<ul style="list-style-type: none"> • Modified Foundations • Scott Foresman literacy • Chants, poetry, songs in many languages • Classroom libraries and curriculum lending library • Big books, etc.
Mathematics	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards • Written and visual display/modeling of mathematical processes in conjunction with use of manipulatives • Dramatic play/ blocks to encourage math language • Readiness skills; patterning 	<ul style="list-style-type: none"> • Envision Math Pre K and/or other compatible resources • Informational Trade Literature • Manipulatives

Science	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Content Literacy Standards and the MA Pre K Science Standards when announced • Hands on, experiential activities based thematic units, rich in language and opportunities to observe • Development of ability to observe and analyze 	<ul style="list-style-type: none"> • Hands-on inquiry based units and activities • Trade literature • Science centers
Social Studies/History	<ul style="list-style-type: none"> • Content and skill alignment to the MA Common Core Standards and the MA Social Studies Standards • Hands-on, language rich, literature infused thematic units • Cultural celebrations and field trips 	<ul style="list-style-type: none"> • Trade literature (both literary and informational) • Dramatic and poetic readings
Social skills	<ul style="list-style-type: none"> • Independent life skills; group skills • Leadership roles and skills 	<ul style="list-style-type: none"> • Responsive classroom • Leader in Me
Writing	<ul style="list-style-type: none"> • Small motor skills. • Development of understanding print • Time to explore words and story telling 	<ul style="list-style-type: none"> • Classroom developed • Writing centers

School Characteristics

Describe how the amendment request is consistent with the school's mission and educational program.

From 2005 – 2010, LCCPS was a K – 8 school. Graduates of our middle school program were accepted at St. John's Prep, Phillips Academy, Groton Academy, other private and parochial high schools, as well as going on to Lowell Public High School and Greater Lowell Vocational Technical High School. Our program encompassed a comprehensive academic program, extra-curricular activities, leadership opportunities and all needed student support services for English Language Learners and Special Needs Students. At one point, students were accepted at age four and a half for two years in Kindergarten.

The mission of Lowell Community Charter Public School is to teach our students the knowledge, skills, and habits that prepare every student for the opportunity to go to a four-year college.

(See Mission, Guiding Beliefs & Diversity Statement; Attachment H)

In creating our current strategic plan, the Board of LCCPS strengthened our mission to serve this high needs population and prepare them for success in high school with a commitment to a goal of college for each student. It is far more possible to fulfill our mission by having students study here through eighth grade. The academic skills and study skills taught in grades seven and eight are crucial for success in high school. It is difficult to fulfill our mission with students staying only through grade 6. Our vision includes not only preparing students academically but also supporting them in the following ways in grade eight and beyond:

- Assistance choosing a high school to attend: private, choice, technical or public
- Assistance in preparing for transition to high school – forums, workshops, mentors
- Ongoing support with high school success both academically and with extracurricular activities
- Regular check-ins with at-risk students to make sure the student is still in school and their needs are being met
- Monitoring students who may need support applying to college and for financial aid
- Tracking high school graduation rate of our students and college matriculation

In addition to expanding through grade eight, we are requesting that we be allowed to add a K1 year for some of our children, in order to strengthen our ability to move our students as far as possible in the acquisition of English

Language skills, math and literacy skills and to lay the foundation for success in all academic areas that they will need for college. We believe that acquisition of the English language takes time and the earlier a child begins the better.

Describe how the school's culture and norms will be maintained.

Retention of our sixth graders to seventh grade will result in minimal impact to our school culture, as they already know our expectations and are current leaders in the school. We will maintain our current school culture in this expansion as we have built it over the past two years:

- Knowing students well and meeting their individual needs; building mentoring programs
- Enforcing effective discipline policies, modifying for behaviors which will come up with grades 7 and 8; a zero tolerance for bullying and meanness; training in cyber safety; digital etiquette and good judgment; health classes around issues of sexuality, health and wellness, abusive relationships
- Training teachers in common language for conversations with students
- Building community through morning meetings, assemblies and celebrations
- Holding high expectations for a safe, respectful, academically focused learning environment
- Expanding opportunities for student leadership, extra-curricular activities, additional athletic teams and community service
- Continuing to use Responsive Classroom, Leader in Me and Cooperative Learning per Kagan Cooperative Learning Structures; use of TCI strategies for students with behavior issues

In addition, we envision student internships, visits to colleges as well as partnerships with private high schools in the area to motivate and help our students set goals for themselves and their futures. We believe middle school is a key time in the lives of students to ensure they stay engaged in their education.

Describe the implementation of the educational program in terms of daily or weekly organization of students and faculty (e.g. multi-grade, tracking, team-teaching, etc.)

The implementation of our education program in the expanded school will include:

- The building of a 6th through 8th grade team that meets and plans together regularly, around issues such as expectations, discipline and code of conduct, as well as academic planning
- The opportunity for each grade to work and plan as teams as well as in departments; teams will include a math/science and humanities/ELA combination
- LCCPS will use a structure that levels classes by ability and skills for academics in grades 6 – 8. We use flexible groupings that allow ELL students and/or Students with Special Needs to be in any level class as appropriate for their skills including ALPS or any other level of class. We are also able to move a student if they need a different placement as the year progresses
- Academic expectations will include: 90 minutes of ELA a day; 90 minutes of Math a day; 4 hours a week of Science and 4 hours a week in Social Studies/Humanities with an emphasis on literacy. We expect to offer a World Language for those who are Proficient in English. There will be an emphasis on research and technology, as well as opportunities in music, art and physical education.

Enrollment, Recruitment, and Retention

Describe how the school has determined that there is sufficient parent support to fill existing and proposed seats at the school.

Parents have consistently expressed a desire that we will return to a K-8 structure at focus groups, parent meetings and parent focus groups. During our strategic planning process it was a key goal of parents, teachers and Board members. In a recent survey of parents in grades K - 6, 98% of our parents who responded have reported that they support keeping their students here through grade 8 if it is an option. We have maintained a waiting list of 200 – 250 each year even through the recent changes to the school. We anticipate no issues with increasing our schools' enrollment to 800 students.

Parent support for our K program is overwhelming and if we are allowed to offer a K1 program for four year old children it will be in great demand. The waiting list for Lowell Public School Preschools has reached 200 children and there is always a need for more slots. Our K1 program will be a full day program which is highly valued by working parents or parents who are in school. For low income families, this program is a godsend, especially for families who have siblings in the school. It allows them to keep all their children together for the entire work day with no transitions. We have always had a waiting list for our K program and this would be no different.

Capacity

Describe how the staff and board of trustees will implement the request effectively and evaluate its success.

Our Board of Trustees, Leadership Team and Administrative Team structure has been effective in organizing and transforming the school. We will work together to ensure a smooth transition to the new challenges and additional grades, by focusing on preparation, planning and developing strong structures, routines and expectations. We are excited to think about the leadership opportunities for students in grades seven and eight. The Board, Administrative Team, Operations Team and Academic Leadership Team are working smoothly and have had little turnover. The Head of School, Academic Achievement Specialist, Assistant Head of School, Director of Academic and Student Support are all experienced in managing middle school grades.

The Board of Trustees and the Leadership Team will evaluate our success in expanding our school and grade levels in the same way we currently evaluate our success. The Board will provide oversight and seek information on the school's success by evaluating progress on the accountability goals for academic performance, faithfulness to charter and organizational viability. The Board will review the progress made towards goals stated in the strategic plan and will systematically review those goals, updating them for relevance and ongoing improvement.

The Board of Trustees will continue to expect the Academic Achievement Committee to work with the Head of School to ensure high academic rigor for grades seven and eight and review data on growth and achievement. The method of evaluating success for grades seven and eight will be an extension of our current work for grades K – 6 which involves reviewing internal and external assessment data and MCAS accountability, as well as evaluating goals set in our Strategic Plan.

Provide information regarding the board's process and experience evaluating the school leader, developing the annual budget, monitoring the school's finances, and conducting long-term financial and strategic planning.

The Board's annual evaluation of the Head of School has been developed by the Governance Committee and implemented by the Board. It includes a 360 degree review with input from the Leadership Team and Lead Teachers, as well as Board feedback. LCCPS is using the new MA DESE Educator Evaluation system for the Head of School this year in addition to the existing system of review. The Finance Committee develops the school budget and monitors finances on a monthly basis. We have a strong committee structure with monthly Board meetings, where the Finance, Development, Governance and Academic Achievement Committees report back to the Board as a whole. We have managed the impact of our enrollment reduction, adjusting to the tuition reduction, without incurring debt and are still able to keep in a positive cash position. Last fall the Board completed a six month Strategic Planning process which lays out objectives, goals and financial projections for the next five years. The Board has strengthened our Development Committee, approved the position of a Director of Development and is eager to begin telling our story and raising support for the school, working with our revived Friends of LCCPS, a 501c3 foundation. The Board has

contracted with the Center for Collaborative Education as an External Partner to provide support and training for Board development, as well as supporting the education program, Academic Leadership and the implementation of a development and communications plan.

Facilities and Transportation

Describe the facility that will be used to meet the school's needs and how it is accessible and able to accommodate all students.

LCCPS is currently housed at 206 Jackson St, Lowell MA. The facility is a refurbished mill building comprised of approximately 105,000 sq. ft. The facility has two computer labs, with an additional lab in progress, three cafeterias, one art room and two mixed use gymnasium facilities. The facility is currently built out with 41 classrooms, 29 of which are currently in use as homerooms. Adding to the population of the school will utilize nine additional classrooms, well within the capacity of the current footprint of the facility. While our current space is more than adequate for the additional students and grade level activities, we have considered enlarging the amount of space we are leasing to facilitate program changes and will be considering that in the coming year.

Describe how transportation services will be provided to eligible students, including those who are physically challenged.

Transportation for LCCPS is currently provided by a combination of Lowell Public Schools and private busses. The increase in student population, including those physically challenged, will have no impact on transportation or transportation costs to the school. This expansion will improve transportation issues for parents who are currently driving to two different schools for elementary students.

School Finances

Describe the financial resources that are necessary to implement the school's expansion.

In order to complete the expansion to seventh and eighth grade, and add a K1 to our K program, the school will need additional teachers, curriculum materials and a small amount of additional furniture for grades seven and eight, all of which is outlined in our attached organizational chart and capital plan budget. The expansion to serve four year old, will create some additional salary costs, but we have saved the furniture and materials from when we were serving more K students and can meet the needs for two classrooms without undo additional expenses.

There will be some minor impact on operating maintenance budgets due to the proposed expansion. The increase in tuition revenue is completely sufficient to cover all additional costs due to the expansion. Attached you will find our revised five year strategic financial plan depicting revenue and expenses associated with the requested increase in student population.

(See budget, Attachment G as well as our capital plan, Attachment I)

Describe the projected sources of revenue that will ensure the fiscal viability of the school and the successful implementation of the proposed change(s).

Eighty-five percent of projected revenue is in the form of tuition on a per pupil basis provided by the state. The remaining fifteen percent comes from grants, food service and miscellaneous revenues. This expansion is not dependent on fundraising. Due to the adequate size of the facility, our staff and overall operations of the school, no significant additional general operating or administrative expenses will be incurred as a result of the additional students. The additional revenue from increased enrollment will put the school in a strong position, allowing us to continue to provide needed support services and maintaining competitive salaries for our teachers.

Describe any changes to the school's capital plan that are required to implement this request.

The projected capital plan includes: (See Attachment I)

- additional classroom furniture (suitable for larger students)
- technology such as additional computer lab
- core curriculum materials appropriate for each additional grade level
- curriculum materials meeting the requirements of the MA Common Core

Action Plan for Implementation

Describe the proposed strategies that will lead to a successful implementation of the proposed changes. Include: a timeline, action(s) to be taken, designated point person, and start date and projected completion date.

The Head of School will coordinate the preparations for this expansion and will work with the full Leadership Team to accomplish the tasks and ensure completion for the opening of school, August 2014.

Timeline	Action	Point Person
Immediately following approval of request	<ul style="list-style-type: none"> Parents notified of approval by DESE Invitation to parents to notify school that their grade 6 child will be staying for grade 7 the following year Applications for K1 will be made available for the lottery 	Deb Motew, Registrar
January 2014- July 2014	<ul style="list-style-type: none"> Curriculum Committee will develop units for core academic subjects and align to MA Common Core; outline of curriculum for grade 8 started; overall structure for academics in grades 7 and 8 developed Vertical alignment with grade 6 reviewed The K team will revise our former K1 curriculum and refine units for the K1 curriculum that are in alignment with current expectations 	Carey Reeve-Hildebrandt, Academic Achievement Specialist
January 2014- July 2014	<ul style="list-style-type: none"> Leadership Team will begin planning for schedule and staffing for K1 and grade 7 classes 	Randy Taylor, Assistant Head of School
January 2014- July 2014	<ul style="list-style-type: none"> Review of ELL, ALPS and Students on IEP's who would be staying and programs needed for them K screening program for children admitted through the lottery adjusted to address needs of K1 students 	Jennifer Holbrook, Director of Academic and Student Support Services
March 2014 – June 2014	<ul style="list-style-type: none"> Review of Extra Curricular, Mentoring and Athletic programs, development of grade 7 programs Impact of K1 and grade 7 students on Extended Day program assessed 	Sonya Patton, External Programs Manager and Director of Extended Day Programs
April 2014 – June 2014	<ul style="list-style-type: none"> Decisions on furnishings, technology, supplies etc. to be purchased for classrooms, including K1 and grade 7 Decisions about ordering of Curriculum materials, books, textbooks, for academic program for K1 and grade 7 	Melva Harper, Director of Operations, Carey Reeve-Hildebrandt, Academic Achievement Jeff Portnoy, Technology Manager
April 2014-June 2014	<ul style="list-style-type: none"> Review education program for K1 and grade 7 with Academic Achievement Committee 	Kathy Egmont, Head of School
May – July 2014	<ul style="list-style-type: none"> Decisions about staffing, hiring, faculty positions for K1 and grade 7 	Kathy Egmont, Head Randy Taylor, Assistant Head
Completion Dates		

August 12, 2014	<ul style="list-style-type: none"> • Building and classrooms ready 	Mel Harper, Operations
August 21, 2014	<ul style="list-style-type: none"> • Grade 7 Orientation for Parents and Students. • Screening for K and K1 takes place to prepare class rosters and placement 	Randy Taylor, Assistant Head of School Jennifer Holbrook, Director of Academic Support Services
August 26, 2014	<ul style="list-style-type: none"> • LCCPS opens with K1 – grade 7 classes 	Everyone on board
Sept. 2014 – August 2015	<ul style="list-style-type: none"> • All actions repeat for grade 8 to open 	As above

Provide a staffing chart and narrative staffing plan to support the planning and implementation of the proposed increase in enrollment and/or grade span.

LCCPS will need to hire teachers for the additional classes and support staff for the middle school when it contains grades 5 – 8. We would add one administrator to share the supervision of teachers with the current Assistant Head of School when we add grade eight and would add instructional and support staff over the two years of expansion. See the attached organizational chart for indicators of new staff we anticipate. We currently have several teachers with experience in grades 7 and 8 and would move some of them up to lead our new teams, providing consistency of discipline and teaching strategies. We have teachers who have taught four year olds and would spread them out into K1 to keep consistency at that level as well.
(See Organizational Chart, Attachment J)

Staffing Assumptions: FY15

<u>Additional Faculty Staffing</u>	<u>Additional Staff</u>
2 KR homeroom teachers and 2 KR assistant teachers	1 - Food service staff
1 - 6th grade homeroom teacher	PT - Lunch monitor
3 - 7th grade homeroom teachers	1 - Para Professional
1 –Advanced Learner Program Services teacher	1 - Counselor
1 – SPED teacher	
1 - World Language teacher	
1 - Music teacher	
1 - Art teacher	
PT - .5 Computer teacher	
1 - Math RI support teacher (K-4)	
<u>PT - .5 Gym Teacher</u>	
<i>FY 16</i>	
7th Grade Teacher	Administrator
8th Grade Teacher	Maintenance
8th Grade Teacher	Front Office Registrar Assistant
8th Grade Teacher	
<u>World Culture teacher</u>	
<i>FY 17</i>	
8th Grade Teacher	
<u>Change PT Computer Teacher to full time</u>	
<i>FY 18</i>	
1 - World Language Teacher	
1 - RIT Math support teacher grades 5 - 8	

LCCPS Amendment Request, July 2013

ATTACHMENT A

LCCPS Proposed Grade Distribution							
Grade Level	FY-2014	FY-2015	FY-2016	FY-2017	FY-2018	FY-2019	FY-2020
2 KR		50	50	50	50	50	50
4 Kindergarten	95	88	84	86	90	88	88
4 Grade 1	95	93	85	86	88	88	88
4 Grade 2	95	93	88	86	86	86	88
4 Grade 3	95	93	88	88	85	86	88
4 Grade 4	93	90	88	88	85	85	88
4 Grade 5	92	86	85	86	85	83	83
4 Grade 6	75	85	82	80	84	82	79
4 Grade 7		72	80	75	75	80	76
4 Grade 8			70	75	72	72	72
Total Students	640	750	800	800	800	800	800
 # of Classrooms	27	33	38	38	38	38	38
Average Class Size	24	23	21	21	21	21	21

Please note: As our school was reducing enrollment, we had to fill our lower grades to higher levels, to keep our school as stable as possible. These plans depend on an attrition rate which has been historically true. Our students move back and forth to their home countries and also move out of town frequently. We will not de-enroll anyone to meet these numbers. It will take us to 2020 to reach our desired levels, which we hope will stay consistent from then on.

LCCPS Amendment Request, July 2013

ATTACHMENT B

LCCPS June 2013 Parent Survey

(given in English, Khmer and Spanish, results tallied on survey monkey)

Item	Responses/ percentiles and number				Total Percent Agree or Agree Strongly
	1 Disagree strongly	2 Disagree	3 Agree	4 Agree strongly	
LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, African and other world cultures.	1.1% (3)	2.5% (7)	40.4% (114)	56% (158)	96.4%
My child's teacher(s) knows my child and focuses on him/her as an individual learner.	0.7% (2)	1.8% (5)	36.2% (102)	61.3% (173)	97.5%
I am satisfied with the discipline policy.	1.4% (4)	3.5% (10)	41.3% (117)	53.7% (152)	95%
I am satisfied with how the school handles issues with bullying.	1% (3)	3.9% (11)	38.8% (109)	56.2% (158)	95%
My child's teacher (s) communicates with me regularly about my child's progress.	0.4% (1)	2.5% (7)	34.1% (94)	63.0% (174)	97.1%
I am satisfied with the school's efforts to communicate with families.	0.7% (2)	5.0% (14)	38.5% (107)	55.8% (155)	94.3%
My questions are responded to in a timely and friendly manner.	1.5% (4)	1.8% (5)	43.3% (119)	53.5% (147)	96.8%
LCCPS should offer grades 7 and 8 if possible.	0.7% (2)	1.4% (4)	16.7% (47)	81.2% (229)	97.9%
I am satisfied with the overall performance of the school.	0.7% (2)	2.5% (7)	34.2% (96)	62.6% (176)	96.8%
I am satisfied with the afterschool program, athletics program and the performing arts. options at LCCPS.	0.7% (2)	4.8% (13)	30.6% (83)	63.8% (173)	94.4%
It is important to me that all my children attend the same school.	Yes, very important	72.2 % (164)			
	Somewhat important	10.1% (23)			
	No	6.6% (15)			

LCCPS Amendment Request, July 2013

ATTACHMENT C

Demographic Comparison 2012

Lowell Community Charter Public School (LCCPS) vs. Lowell Public Schools (LPS) and The Commonwealth of Massachusetts (State)

Race	% of LCCPS	% of LPS	% of State
African American	25.6	6.7	8.3
Asian	25.7	29.5	5.7
Hispanic	39.4	27.7	16.1
Native American	0	0.3	0.2
White	5.9	33.6	67
Native Hawaiian, Pacific Islander	0	0	0.1
Multi-Race, Non-Hispanic	3.4	2.3	2.5

Title	% of LCCPS	% of LPS	% of State
First Language not English	55.8	41.1	16.7
Limited English Proficient	49.6	31.8	7.3
Low-income	83.8	75.1	35.2
Special Education	14.2	15.3	17
Free Lunch	66.9	65	30.4
Reduced Lunch	16.8	10.1	4.8

From website of the Massachusetts DESE, accessed on November 29, 2012 at 2:30 PM.

LCCPS Amendment Request, July 2013

ATTACHMENT D

2012 MCAS Performance Comparison

Fifth and Sixth Graders, Lowell Community Charter Public School (LCCPS) vs. Lowell Public School (LPS)

Grade and Subject	Proficient or Higher		CPI		SGP	
	LCCPS	LPS	LCCPS	LPS	LCCPS	LPS
GRADE 05 - ENGLISH LANGUAGE ARTS	44	39	72.4	67.4	52	47
GRADE 05 - MATHEMATICS	43	37	69.8	64.2	53	37
GRADE 05 - SCIENCE AND TECH/ENG	31	23	66.6	56.7	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	46	42	73.8	70.3	72	48
GRADE 06 - MATHEMATICS	51	46	79.1	72.0	72	65

From website of the Massachusetts DESE, accessed on November 29, 2012 at 2:30 PM.

LCCPS Amendment Request, July 2013

ATTACHMENT E

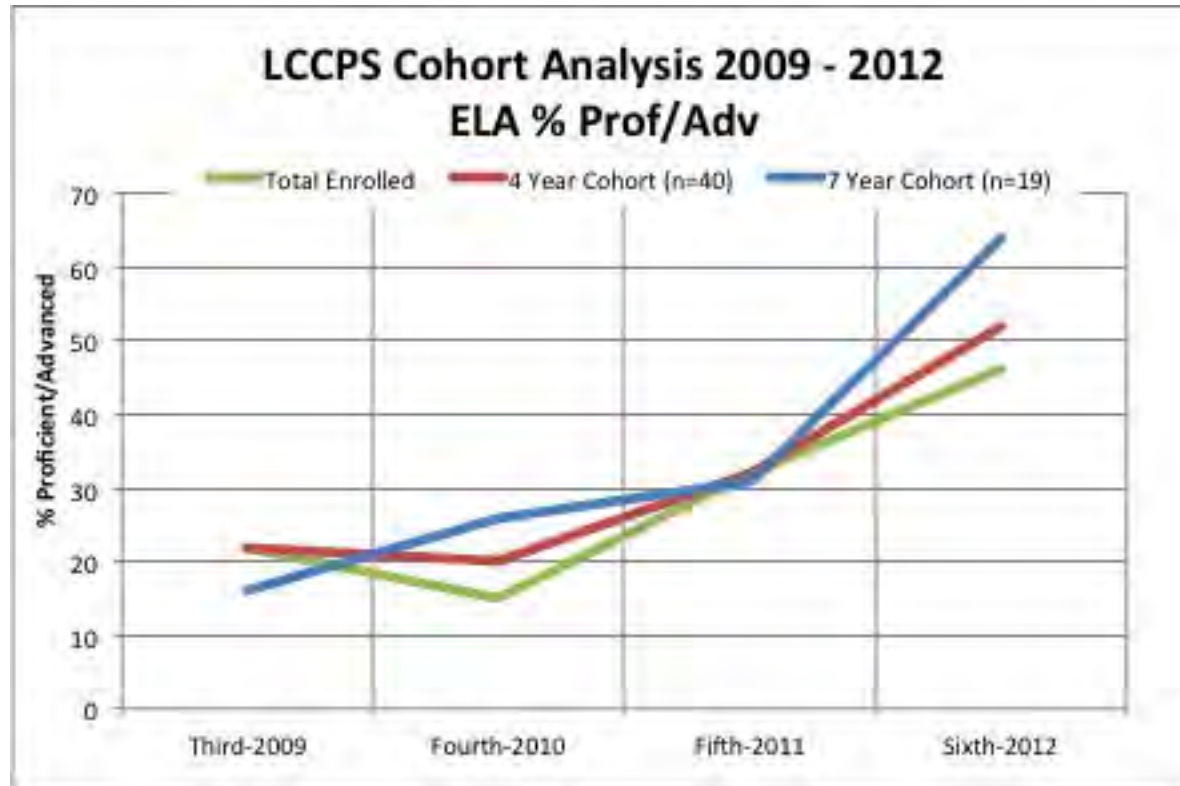
2012 MCAS Performance Comparison

Grade Level High Needs Group and ELL Subgroup, Lowell Community Charter Public School (LCCPS) vs. State

Grade and Subject	High Needs Subgroup				ELL and Former ELL Subgroup			
	<i>High Needs SGP</i>		<i>High Needs CPI</i>		<i>ELL SGP</i>		<i>ELL CPI</i>	
	LCCPS	State	LCCPS	State	LCCPS	State	LCCPS	State
GRADE 03 - ENGLISH LANGUAGE ARTS	N/A	N/A	72.4	73.6	N/A	N/A	68.8	67.5
GRADE 03 - MATHEMATICS	N/A	N/A	77.6	69.4	N/A	N/A	73.4	66.5
GRADE 04 - ENGLISH LANGUAGE ARTS	53.5	43.0	75.5	67.4	55.0	47.0	71.1	61.5
GRADE 04 - MATHEMATICS	56.0	43.0	79.3	67.9	59.0	46.0	77.9	64.7
GRADE 05 - ENGLISH LANGUAGE ARTS	52.0	46.0	70.3	70.8	52.0	49.0	67.6	63.1
GRADE 05 - MATHEMATICS	53.0	45.0	68.4	65.3	58.5	51.0	64.8	61.7
GRADE 06 - ENGLISH LANGUAGE ARTS	72.0	46.0	72.4	72.8	N/A		70.3	63.9
GRADE 06 - MATHEMATICS	70.5	47.0	77.6	67.3	N/A		70.3	63.2
All Students - ENGLISH LANGUAGE ARTS	59.0	46.0	72.8	71.3	60.0	51.0	69.5	66.2
All Students - MATHEMATICS	61	46.0	75.8	67.0	63.0	52.0	73.1	61.6

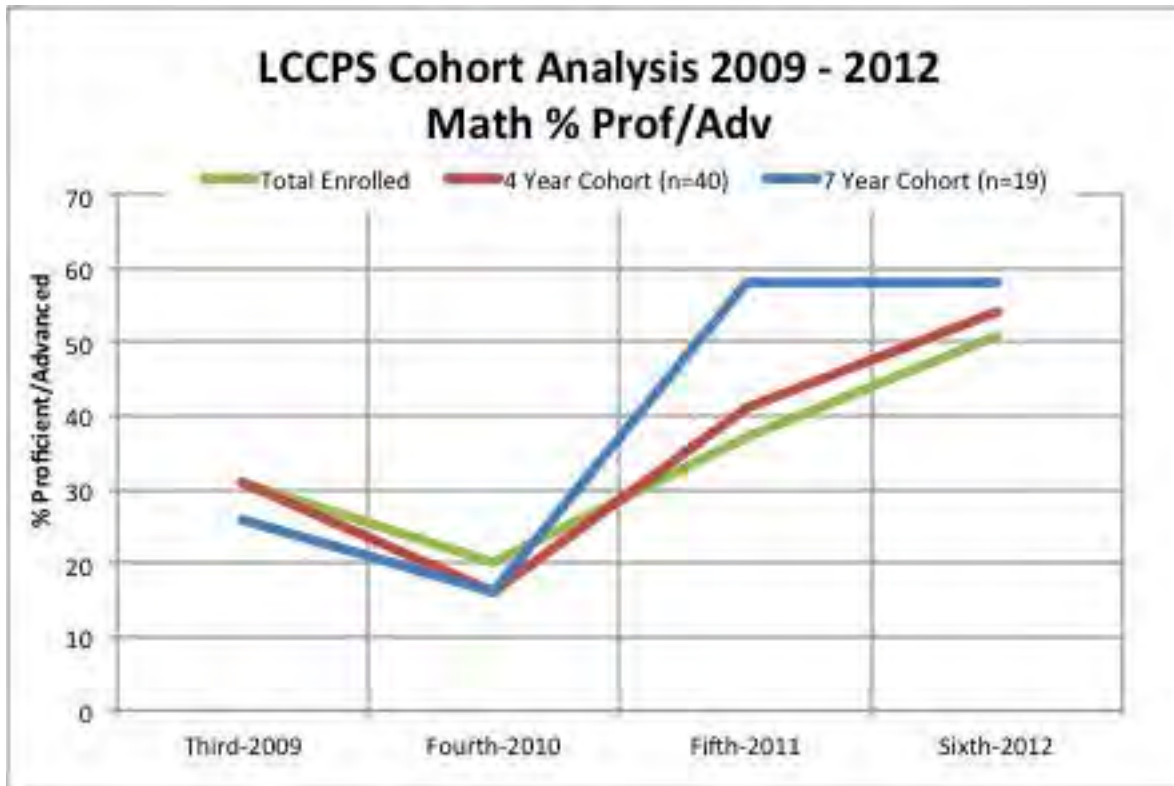
*add footnote about dropout rate

LCCPS Amendment Request, July 2013



ELA % PROF/ADV						
	Third-2009	Fourth-2010	Fifth-2011	Sixth-2012		GROWTH
Total Enrollment for Year (Asst'd)	22	15	32	46		24
Four-Year Cohort (40)	22	20	32	52		30
Seven-Year Cohort (19)	16	26	31	64		48

LCCPS Amendment Request, July 2013



MATH % PROF/ADV						
	Third-2009	Fourth-2010	Fifth-2011	Sixth-2012		GROWTH
Total Enrollment for Year (Asst'd)	31	20	37	51		20
Four-Year Cohort (40)	31	16	41	54		23
Seven-Year Cohort (19)	26	16	58	58		32

LCCPS Amendment Request, July 2013

ATTACHMENT G

Projected Budget LOWELL COMMUNITY CHARTER PUBLIC SCHOOL 800 Students

	2014	2015	2016	2017	2018
Projected Enrollment	640	750	800	800	800
Projected Tuition Per Student	\$12,780	\$12,933	\$13,192	\$13,456	\$13,725
Income:					
Tuition Reimbursement	8,178,963	9,699,750	10,553,600	10,764,800	10,980,000
Food Reimbursement	383,650	475,000	482,125	489,357	496,697
Fundraising	60,000	60,000	80,000	81,600	81,600
Grant Income	874,357	885,000	885,000	885,000	885,000
Fouondation/Private Grants	150,000	160,000	160,000	163,200	165,000
Other Income	164,800	168,096	141,500	144,330	147,217
Total Income	9,811,770	11,447,846	12,302,225	12,528,287	12,755,514
Expenses:					
Compensation	5,607,585	6,455,600	7,016,434	7,180,606	7,398,315
Benefits	1,590,775	1,767,749	1,777,011	1,804,773	1,878,928
Lease	805,500	831,750	858,000	884,250	910,500
*CAM Charges	181,289	184,915	189,538	194,276	199,133
Facility	195,018	204,537	221,386	227,601	240,429
Information Mgmt	42,700	43,981	50,000	50,000	50,000
Student Support & Programs	221,930	228,588	240,017	225,500	225,500
Grant Expenditures (non salaaries)	227,274	238,950	238,950	238,950	238,950
Admin ExpenseCommunity Services	274,850	281,721	295,807	325,550	325,550
Utilities	119,500	125,500	129,265	133,143	137,137
Food Service	310,000	425,500	430,500	435,500	442,500
Total Expenses	9,576,421	10,788,791	11,446,908	11,700,149	12,046,942
Operational Surplus	235,349	659,055	855,317	828,138	708,572
Other Income (Expense):					
Interest Income	4,000	4,100	4,200	4,800	5,500
Misc Income	-	-	-	-	-
Total Other Income (Expense)	4,000	4,100	4,200	4,800	5,500
Total Surplus	239,349	663,155	859,517	832,938	714,072

*Note: CAM charges include approximately \$90,000 in property taxes each year.

Attachment H

Lowell Community Charter School Mission Statement, Beliefs, and Diversity Statement

Mission

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

Our Vision of Diversity

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.

LCCPS Amendment Request, July 2013

Attachment H (page 2)

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

Attachment I

LCCPS 5 year Capital Budget is updated every year and approved as part of the annual budget process. The budget allows for the school to provide an adequate facility to educate our students and prepare them for high school and beyond. The budget includes technology purchases, leasehold improvements, curriculum, and software.

LCCPS will spend funds on Capital Projects based on available Depreciation Expense of existing Assets. Facility Assets are based on a 10 year Depreciation Schedule while Furniture and Fixtures, Technology and Education will have a 3 year Depreciation Schedule.

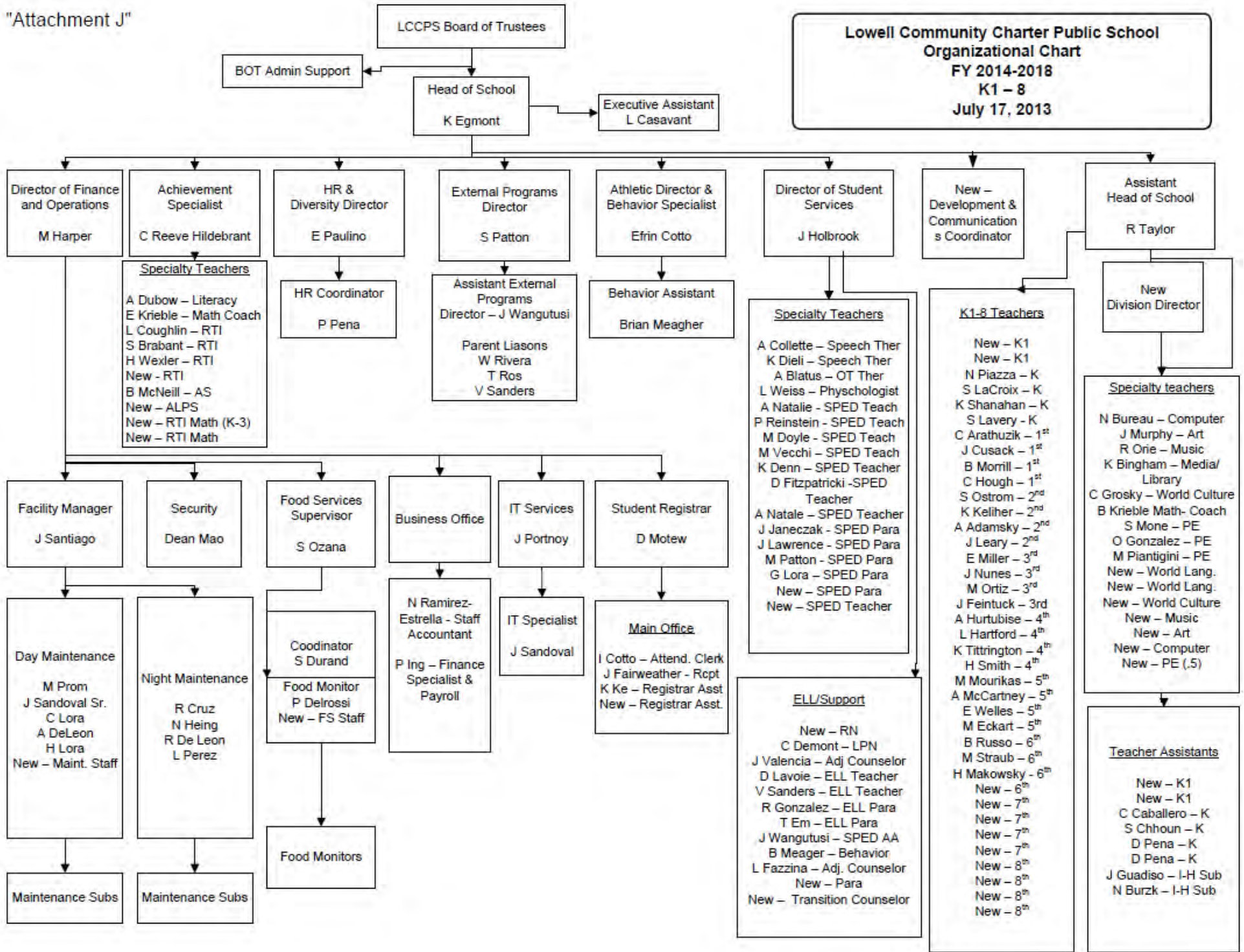
LCCPS 5 Year Capital Budget
General Operating and Ongoing Leasehold Improvements
*****See note below**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hardware					
New PCs - Replace (30-per year)	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
New Laptops - Replace (30 per year)	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000
Computer Lab 27-PCs	\$ 16,200	\$ -	\$ 18,500	\$ -	\$ -
Mobile Cart for Laptops		\$ 28,000	\$ -	\$ 28,000	\$ -
Ipads - 100 per year		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Misc Other	\$ 6,900				
Upgrade PA System		\$ 20,000		\$ 20,000	
Upgrade wireless network		\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Total Hardware	\$ 62,100	\$ 127,000	\$ 97,500	\$ 127,000	\$ 79,000
Leasehold/FFE					
Upgrade facilities	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Upgrade HVAC		\$ 25,000	\$ 25,000		\$ 30,000
Upgrade Electrical Wiring		\$ 5,000	\$ 5,000	\$ 10,000	\$ 15,000
Replace Lunch Tables	\$ 5,000	\$ 5,000	\$ 5,000		
Computer tables and chairs for new lab	\$ 5,000				
Science Lab				\$ 5,000	
Total Leasehold/FFE	\$ 20,000	\$ 45,000	\$ 45,000	\$ 25,000	\$ 55,000
Software					
Software Upgrades		\$ 12,500	\$ 15,000	\$ 15,000	\$ 15,000
Total Software		\$ 12,500	\$ 15,000	\$ 15,000	\$ 15,000

Curriculum

Core Curriculum - K1		\$ 12,000				
Kindergarten Curriculum	\$ 35,000	\$ 30,000				
Core Curriculum - 7th grade		\$ 30,000	\$ 10,000			
Core Curriculum - 8th grade			\$ 40,000			
Core Curriculum	\$ 35,000	\$ 20,000	\$ 15,000	\$ 15,000	\$ 15,000	
Science Curriculum			\$ 20,000	\$ 40,000		
Social Studies Curriculum		\$ 20,000	\$ 20,000	\$ 40,000	\$ 40,000	
Library		\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	
Total Curriculum	\$ 70,000	\$ 117,000	\$ 110,000	\$ 100,000	\$ 60,000	
Grand Total	\$ 152,100	\$ 301,500	\$ 267,500	\$ 267,000	\$ 209,000	

Note: Lowell Community Charter Public School is currently conducting a feasibility study on the purchase and renovation of our current location. At this time we do not have concrete numbers to report. We do anticipate a savings of approximately \$100,000 yearly due to the change of the CAM charges to Association Fees.





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November 25, 2013

Alyssa Hopkins
New Schools Development and Governance Coordinator
Department of Elementary and Secondary Education
75 Pleasant Street
Malden Massachusetts 02148

Dear Ms. Hopkins,

Thank you for the conversation on Friday, it was helpful and we enjoyed discussing our request for the amendment. In response to your questions, please find the following enclosed:

1. Response to questions regarding attrition at Lowell Community Charter Public School (LCCPS)
2. Response to questions regarding enrollment at LCCPS and the waiting list for next year
3. Response to questions regarding out of school suspensions at LCCPS
4. An end of year report for 2012-13 and a work plan for 2013-14 to give you an understanding of the work of our external partner, the Center for Collaborative Education, under the leadership of Dan French

Thank you for the opportunity to discuss our plans for K1 and grades seven through eight if we are approved. We are excited about the opportunity to continue building a standards-based curriculum designed to meet high standards, embed the Common Core content and enrich our students' life experiences. We want a sense of joy to pervade our school from grade K1 through eighth grade and we know our curriculum will be challenging and rewarding for the additional grades. As discussed, we see our fifth grade program as a transition year, where each class works with two teachers, not fully departmentalized. When we have sixth – eighth grade, the program will be fully departmentalized. However, for all middle school activities, grades five through eight will be considered the middle school.

Our use of leveling for the math program provides opportunities to support our English Language Learners (ELL) and struggling learners while challenging our high achievers. It is a flexible program which allows children to move as they progress. There are ELL children and students with special needs (SPED) mixed throughout the levels if we determine that is the best placement for them. The math programs we have identified are compatible with the Pearson Envision program (currently used by LCCPS), and will make the transition to grades seven and eight easier.

The Board and the Head of School will work closely to ensure a smooth transition, successful hiring of new faculty, and preparation of parents and students for these changes. We believe that maintaining a high level of communication with families, making expectations clear and providing answers to their questions are key. We will plan each step of the implementation carefully, making sure the needs of our students are met.

Respectfully,

Kathy Egmont
Head of School

Hung Mai



Lowell Community Charter Public School Attrition Data Analysis and Context

Under the leadership of a new Board and new administration, Lowell Community Charter Public School has worked diligently to transform itself following the March 2010 decision by the Board of Elementary and Secondary Education to place Lowell Community Charter Public School (LCCPS) on probation, with the possibility of closure if the school did not meet certain conditions:

- to eliminate grades seven and eight in 2010-11
- to eliminate grades five and six in 2011-12
- to reduce enrollment to 610 students over three years

The fear of the school closing, along with the loss of grades seven and eight and the reduction in enrollment created a very high attrition rate as parents were concerned about the future of the school. The change in the grade level structure of LCCPS to K - 6 which does not match the Lowell Public School system, caused some parents to leave LCCPS in higher numbers than usual.

History of Attrition

2009 -2010: The attrition rate at LCCPS (12.2) and other schools in the city of Lowell is often higher than the state average (8.7). This population of low income, immigrant students and English Language Learners is a more transient population than most suburban schools in the state. As new families move in to the city, learn English and improve their job skills, they often move out of the city and into surrounding areas. Inversely, due to issues of poverty, family needs or immigration issues, some families return home to their former country or have to move in with family in another area of the country, which requires leaving Lowell.

2010-2011: Due to parent concern about possible closure of the school and the impending loss of grades five and six in 2011-12, the school saw a large spike in attrition in fall of 2010. The loss of grades seven and eight in June of 2010 created a rise in attrition rates for all students. Our rate of 18.5 may have been partly due to loss of siblings connected to the students in the upper grades, as well as parent desire to ensure stability for their students. In the spring of 2011, the school requested that grades five and six be allowed to remain.

2011-2012: Although BESE approved a decision to let LCCPS keep grades five and six for 2011-12, that decision was not made until April 27, 2011, and parents had already made plans to move on. This year also saw the loss of many siblings (15) of LCCPS students who graduated sixth grade. In addition, the loss of fourth grade students was much higher since families in the school came to realize that getting into the more desirable Lowell Public schools was possible for entry to grade five but not in grades six or seven. Our English Language Learner attrition rate was a bit higher than usual for us, but not much higher than the state average for English Language Learners. While the attrition rate for the school as a whole stayed high, (18.3) it did not rise higher than in the past year.

2012-2013: Attrition rates dropped by 7.1% from the previous year, reaching the lowest rates in the last 4 years. It is clear that the rates are beginning to stabilize with a downward trend moving close to the state average (8.7). It is expected that restoration of grades seven and eight would further reduce attrition rates as the school moves to a standard format grade configuration. Parents are hoping that the attainment of Level 1 means there is hope of the return of grades seven and eight.

There is no question that the decision to eliminate certain grade levels and place the school on conditions contributed to the high levels of attrition over the past four years. It is important to note two items of significance:

- Our ELL population had much lower attrition rates than our overall population

	2010	2011	2012	2013
All	12.8	18.5	18.3	11.2
ELL	11.6	14.4	13.2	10.6

- In every grade, including in grades four and five where the school experienced the greatest losses, the trend is definitely moving closer to the state average.

	2010	2011	2012	2013
Grade 5	15.8	24.4	27.1	15.9
Grade 4	10.3	36.5	26.7	15.2
Grade 3	12.2	14.2	18.1	12.4
Grade 2	12.2	11.7	10.6	12.8
Grade 1	13.8	16.1	20	5.2
K	10.5	17	14.5	5.9

We believe that our upward trajectory in academics and our success with our ELL, Low Income and Special Education students has made LCCPS a school of choice where the addition of grades seven and eight will greatly lower our attrition rate. In a recent parent survey 97% of parents indicated that they will keep their children at LCCPS for grades seven and eight if we offer those grades. We believe we can stabilize our enrollment, serve a population which represents the city and continue to build our academic success if we are approved to return to a grades K – 8 school.

Enrollment and Wait List

In spite of the high attrition, LCCPS has been able to remain enrolled to capacity, maintaining an adequate waiting list each year to fill the open slots. In March of 2012, 274 student names were entered into our lottery. In March 2013, 212 names were entered into our lottery. On the night of the lottery 80 students were accepted into our Kindergarten program. We have filled all openings for the fall. Our current waiting list for 2013-14 has 108 students on it, with applicants for all grade levels. Of those 108 students 46 are for our Kindergarten Program (5 year old students).

Our applications for 2014-15 have begun to come in; we currently have 46 on file. Twenty-five of those are for the Kindergarten program(five years old.) Historically, almost everyone on the list for 2013-2014 will re-apply next year for 2014-15, giving us a starting number of approximately 130 applicants already.

Out of School Suspensions

As part of the transformation of the school, LCCPS designed a new code of conduct with predictable consequences and high expectations for behavior. This new code of conduct coupled with Responsive Classroom strategies assisted the school in building a new culture of respect, self-control, self-reflection and a discipline system that is integral to providing supports to children who struggle with ADHD, emotional issues, social skills needs and attention seeking behaviors. We used in-school and out-of-school suspensions carefully, but in a way designed to build family engagement and support parents in difficult situations. The numbers of out of school suspensions has dropped significantly over the past three years. No child has been suspended for more than 10 days, and none for 10 consecutive days. We are pleased with the progress of our discipline program and the sense of safety and order in our school. Children and parents also report that they are satisfied with the sense of safety and discipline in the school.

	2010-2011	2011-2012	2012-2013
# Out of School/Suspended	76 students (127 days)	57 students (162 days)	28 students (75 days)



December 4, 2013

Mr. Cliff Chuang
Associate Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Associate Commissioner Chuang:

Lowell Community Charter Public School (LCCPS) recognizes that one of the ramifications of the reduction in enrollment and grade levels served at our school is a high attrition rate, which has impacted Lowell Public Schools. We believe that several factors have also effected the rate of attrition in specific grades and the number of students returning to Lowell Public School (LPS) at specific times:

- As described in other responses, in the year 2011-12, LCCPS was slated to lose grades 5 and 6 and this created a spike in attrition across the board and particularly in grades 4 and 5. In addition, families whose sixth grade students graduated from LCCPS removed their younger siblings to attend schools with the older children. Our amendment request grows out of our belief that having grades seven and eight will alleviate this attrition.
- As part of our turnaround, in 2011-12, we recommended or required retention of students who were far below grade level and were not prepared for the demands of our increasing academic expectations. Several families withdrew their children rather than have them be retained in their current grade.

We agree with Superintendent Franco that communication is improving and we are committed to building a strong partnership with LPS as we meet the needs of the students in our community. We are committed to meeting the needs of all of our students and have allocated funds each year to provide services, particularly those for students on Individual Education Plans. For example:

- The number of sixth grade students receiving SPED services who finish at LCCPS has been over 20% of the class each year for 2012 and 2013.
- Each year we have hired one-on-one paraprofessionals for several students who need that type of support to be successful in the classroom. Every grade level has a paraprofessional and a special education teacher, with K-1 sharing the SPED teacher but having a paraprofessional in every K classroom.
- Our staff includes a full-time Occupational Therapist, two Speech and Language Therapists, two Counselors and a part-time Physical Therapist. Our School Psychologist and doctoral level interns provide comprehensive evaluations, including testing for ADHD and Autism indicators.
- In 2012-2013, we funded a 45 day interim out of district placement for a student to help us determine what his needs were and to help determine the best placement for that student.
- LCCPS purchased a V-Go, remote technology, to allow a student who was medically fragile to receive instruction at home and be part of the classroom community. The school also funded a one-on-one tutor to go to the home and give extra support.
- In September of 2013, we enrolled a fifth grade student who had been in a substantially separate classroom for five years. With the support of our SPED team, a one-on-one paraprofessional, and the implementation of an individualized reading curriculum, this student is making progress and slowly getting acclimated to an inclusion classroom.

As part of our turnaround, our goal was to move our lowest performing students out of warning and ensure that they made progress towards proficiency. Our SPED subgroup met all but one of its targets for PPI and has improved the percent Advanced/Proficient significantly over the last three years, even as our percentage of special needs students increased.

From 2010 - 2013	SPED	ELA - Adv/Prof from 11% to 19%
		Math - Adv/Prof from 10% to 22%

MCAS results for 2013 indicate that our SGP for the SPED subgroup exceeded the state average for SPED students in both Math and ELA. With our school serving 17% SPED students as of October 1, 2013, we are comparable to the LPS demographic. Each year, as students enter LCCPS, we assess their skill level and their needs. This fall we have taken in eleven students who were on IEP's at LPS, which we are implementing. We have also enrolled five students who had been declined services at LPS, who we feel are entitled to services and will make progress with services in place. In addition, we have already identified six new students for testing for Special Education eligibility through our CST program. We expect that nearly seventeen percent of our newly enrolled students will be on an IEP by the end of the testing.

As part of our TEAM process, we write each IEP to reflect the same services that we are giving a student at our school. The only exception to this is the issue of a substantially separate classroom. We do not believe that a student in a room with a teacher by him/herself all day is the least restrictive environment for a student and would therefore be a denial of FAPE. We believe that students are entitled to be with peers and in a setting where they are not alone. If, after all due diligence and attempts at other interventions, the plan has failed to create a successful placement in our setting we will include the recommendation for a substantially separate classroom on an IEP that might go back to the sending district. As we discuss options with the parent, we make sure they are aware of in-district programs that LPS offers and seek to have LPS attend all meetings where this might be a question. In the case of a complex family situation where an advocate is involved, we work with the parents and the advocate to seek the best situation for the child's needs. We have appreciated the openness of the LPS Special Education staff to share information and work with us on many occasions as we seek to serve all families.

We are committed to becoming a school with lower attrition rates across the school as well as in our SPED population. We believe our attrition rates for school year 2013-14 will be on a downward trend. We believe that the approval of our request for grades seven and eight is the most important step to stabilizing our enrollment and stemming the attrition. We have attached information about incoming students this year and our graduating sixth grade classes for the past two years.

As always, please feel free to call me with any questions.

Respectfully,

Kathy Egmont



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2013-2014 Enrollment as of October 1, 2013				
GRADE	ALL NEW STUDENTS	STUDENTS ON IEP	LPS DENIED SERVICES	IDENTIFIED FOR TESTING
6	1	0		
5	8	2		
4	7	0	1	
3	15	2	2	1
2	9	1		
1	13	1		1
K	97	5	2	4

2012-2013			
GRADE	ALL	SPED	PERCENT
6 (graduated)	70	17	24%
2011-2012			
GRADE	ALL	SPED	PERCENT
6 (graduated)	42	12	28%

Center for Collaborative Education
Quarterly Report for the Lowell Community Charter Public School's Board of Trustees: September 2013

Timeline	Activity	Deliverable	Progress To Date
Getting Started			
Mid-February 2012	Initial meetings with Board of Trustees, Leadership Team, and Head of School to review & refine proposed activities and timelines within the scope of work	Finalized work plan & timeline	Completed. Dan French conducted meetings with the Head of School, Board Chair, and Strategic Planning Committee Chair to refine scope of work & timeline
1. Collaborative Review and Affirmation of the School's Mission & Purpose 2. Five-Year Strategic Plan			
Timeline	Activity	Deliverable	Progress To Date
By end of Feb. 2012	Form Strategic Planning Committee (SPS)	SPS roster and charge finalized	Completed. Due to the late start, this was completed in April 2012
By mid-March 2012	Work with each constituency – faculty, administration, board, parents, students – to engage in visioning	Write-ups of each constituency's dialogue on visioning and aspirations	Completed. This was completed in early June 2012
By end of March 2012	Vet questions to be included on surveys and in focus groups and interviews with SPC and approve	Final surveys and focus group/interview questions are approved by SPC	Completed. This was completed in mid-May 2012
By end of April 2012	Collect and analyze quantitative and qualitative data, and identify strengths and challenge areas. Use the findings to identify priority challenges	Synthesis documents provided to SPC for discussion that result in identification of priority challenge areas	Completed. This was completed by mid-June 2012
By mid May 2012	SPC uses all data, including visioning and aspirations data, to write drafts of a revised mission statement as well as focus areas and measurable goals of the strategic plan	Drafts of revised mission statement and strategic plan focus areas and measurable goals are completed	Completed. This was completed by mid-June 2012
By end of May 2012	Vet draft mission statement, focus areas, and measurable goals with faculty, administrators, students, parents, and trustees, and revise	2 nd draft of mission statement, focus areas, and measurable goals completed	Completed. This was completed by the end of June 2012
By mid-June 2012	Based on feedback, draft a complete five-year strategic plan, with strategies and activities added in	A draft of the full strategic plan is completed	Completed. This was completed by September 8, 2012

By end of June 2012	Vet draft five-year strategic plan with all constituencies, and use the feedback to revise the strategic plan into final form	Final draft of strategic plan completed	Completed. The draft strategic plan was vetted with the Board of Trustees, Strategic Plan Committee, faculty, and parents
Summer 2012	Present strategic plan to Board of Trustees for discussion and approval	Strategic plan approval	Completed. The final strategic plan was approved at the November 2012 board meeting
September 2012 through January 2013 (end of contract)	Assist the Board of Trustees, Head of School, and Leadership Team to implement the approved plan	Benchmarks and timelines within the plan are completed on time through June 2013	Completed. The Strategic Plan includes a set of board-developed five-year performance measures that will be used to annually assess progress, and the Head of School included in her evaluation goals that all strategic plan goals will be implemented and on track at the end of the annual evaluation period

3. Provide or Broker Services to Enhance the Ongoing Development of the Academic Program

Timeline	Activity	Deliverable	Progress To Date
By mid-February and ongoing through January 2013	Set up coaching/consultation schedule (1-2 times per week) with the Head of School	<ul style="list-style-type: none"> • Schedule of meetings set • Summary notes of meetings – issues discussed and decisions 	In process. Lynn Stuart has been meeting regularly with the Head of School and Assistant Head of School since last April 2012. She maintains a regular schedule of regular coaching/consultation meetings for the current school year.
By end of April 2012	Work with the Leadership Team to conduct a data-based inquiry cycle on the programs, practices, and outcomes of LCCPS students with special needs and ELLs, resulting in an action plan to address them	Documentation of a full data inquiry cycle resulting in an action plan for improving outcomes of ELL and SPED students	Changing Focus. Instead of data-based inquiry cycles, because of recent promising data for these subgroups, we will be documenting the school's current approach with ELL and SPED students – with inclusion, curriculum, and intervention practices. This data will be shared with the entire faculty and used to work with faculty to push for consistent school-wide implementation of these practices Ongoing. Discussions with the Academic Leadership Team and faculty to review current practices and

			learning data of students have been ongoing; changes made in inclusion and instructional interventions are closely reviewed and documented.
Beginning May 2012 and extending into 2012-2013 year	Begin professional development on improving achievement of ELL and SPED students	Professional development agendas and teacher evaluations of these sessions	Ongoing. The Head of School organized professional development for faculty on inclusion practices. The Head of School, with assistance of Lynn Stuart and the Academic Leadership Team, will review PD on Inclusion and support services for high need populations, adjust as needed and complete the documentation process of best practices in inclusion.
June-July 2012	Conduct 5-day institute for 15 teacher leaders on professional learning communities	PLC institute agenda and evaluations. 15 teachers trained as PLC facilitators	Not Being Implemented. The Head of School felt that this was not the highest priority activity to pursue at this time. However, the Head of School asked CCE to conduct team leader training on professional learning communities, meeting facilitation and norms in order to improve the effectiveness of teams. Ongoing: Lynn Stuart developed and conducted a 3-session professional development series for the Lead Teacher Team in Mar, April and May 2013. She facilitated a final meeting with Lead Teachers in June, 2013 to reflect on the first year of Educator Evaluation. At faculty meetings in June and August 2013, Lead Teachers and School Leaders facilitated further collaborative conversations on professional learning communities and development of school-wide norms of collaboration.

By June 2012	Use the revised LCCPS mission statement and Strategic Plan focus areas and measurable goals to draft a 2012-2013 professional development plan	Draft 2012-2013 PD plan is developed	In Process. CCE supported the Leadership Team and Head of School in the process of creating the 2012-2013 PD plan. A cross-walk of the PD Plan and the LCCPS Strategic Plan is underway with both verification of alignment and actions taken to strengthen that alignment in FY2014. The crosswalk will be completed in Sept., 2013.
By mid-June 2012	Share the draft PD plan and calendar with faculty for input, and revise	Revised 2012-2013 PD plan and calendar is completed based on faculty feedback	
2012-2013 school year	Implement the 2012-2013 PD plan	Faculty evaluations on each PD session	

4. Alignment of the School's Policies, Procedures, and Programs

Timeline	Activity	Deliverable	Progress To Date
By end of October 2012	Approve and implement a new LCCPS educator evaluation system	Adopted LCCPS educator evaluation system	Completed. With Lynn Stuart's consultation and support, LCCPS has adopted the ESE Educator Evaluation System and begun implementation that includes training of teachers and evaluators in the system and support for implementation of the 5-cycle process. Implementation is proceeding according to the timeline. A mid-cycle PD for the Academic Leadership Team was conducted in March, 2013, resulting in establishment of School-Wide Education Evaluation Priority Indicators/Elements. An end-of-year implementation review was conducted on June 19, 2013
By September 2012	Develop rubric or tool to use in assessing alignment	Alignment tool is developed	Completed. CCE and the Head of School reviewed all LCCPS policies and procedures in relation to the Strategic Plan; minor adjustments were made to several policies.
By the end of September 2012	Work with Board of Trustees to assess alignment of all areas of the school's programs, policies, and procedures with the revised mission and strategic plan	Summary document on alignment assessment of all major school policies, procedures, and programs	
By end of October 2012 (for plans to	For those areas identified as out of alignment, develop and implement	Plans developed for each area out of alignment; all	

be developed and start implementation)	plans and timelines to bring the target areas into greater alignment	established timelines and benchmarks are met	
5. Building Capacity of the Board of Trustees and Leadership Team			
Timeline	Activity	Deliverable	Progress To Date
By end of April 2012	Clear roles & responsibilities, with an accompanying decision-making chart, are developed to guide the school	Decision-making document is approved by the Board of Trustees	Completed. A decision making chart was approved at the July 2012 board meeting
By September 2012	Process for periodic review of student engagement and outcomes data is set up and implemented	Process and accompanying tools are created to implement in fall 2012 by Leadership Team and spring 2013 by Board of Trustees	Completed. A review of engagement and outcomes data was conducted as part of the strategic planning process. The board agreed to an annual review of benchmarks included in the strategic plan.
By January 2013	Process for annual review of Strategic Plan is set up	Process and accompanying tools are created to implement in spring 2013 by Board of Trustees	Completed. The board agreed to an annual spring review using the benchmarks agreed to in the strategic plan. This will take place at the June 2013 board meeting.
By September 2012	Marketing and public relations plan is designed and implemented	Marketing and PR materials have been developed and printed	Completed. The Development Committee was activated, and CCE staff worked with the LCCPS Development Consultant, Head of School, and Development Committee to create and approve a Development Plan. The Plan is now being implemented.
By end of spring 2012	Annual board self-assessment survey	Self-assessment survey data and report of findings	Completed. A self-assessment survey was administered, in addition to interviews. A report of findings was presented to the board. The determined action plans to implement the recommendations.

Center for Collaborative Education Goals and Activities for FY 2014

The Center for Collaborative Education will provide 50 days of service to the Lowell Community Charter Public School in the following areas:

Assist in DESE Renewals and Amendments			
Timeline	Activity	Deliverable	Progress To Date
Through spring 2014	Assist with the Charter Renewal preparation	Submitted charter renewal application	
Through fall 2013	Assist in the amendment request to expand grades and enrollment	Amendment is submitted and approved	In process. Met with Cliff Chuang and Jeff Wulfson regarding amendment and timing. Assisted in thinking through and editing proposed amendment that was submitted.
Provide Services to Enhance the Ongoing Development of the Academic Program			
Timeline	Activity	Deliverable	Progress To Date
Ongoing	Regularly consult with the Head of School on all matters related to leading the school academic program		Lynn Stuart has established ongoing coaching meetings with the HOS and Assistant HOS starting in Aug. 2013. At the request of the HOS, she also regularly attends Academic Leadership Team meetings.
Ongoing	Continue to roll out and deepen implementation of the school's educator evaluation system	100% of faculty have been evaluated within their cycle	Planning and early implementation of year 2 of Educator Evaluation has been ongoing since August 2013.
Ongoing	Work with teacher leaders on developing their instructional leadership and role		Work with Lead Teachers in FY14 is planned to continue with a series of Lead Teacher meetings and individual coaching as they facilitate team meetings.
Ongoing	Continue to work on effective structures and instruction for educating students with special needs and English Language Learner		Review of student learning data for students with special needs and English Language Learners in Sept. 2013; observations and consultation with Leadership Team on structures

			and instruction for high need learner groups continue in FY14.
Ongoing	Introduce Quality Performance Assessment to the faculty and administration		To be developed with Leadership Team and ongoing consultation with Achievement Specialist
Build Capacity of the School			
Timeline	Activity	Deliverable	Progress To Date
Ongoing	Provide support for administration as they build a development department		Interviewed and gave input into the selection of the new Development Coordinator
Ongoing	Assist with the evolving role of Friends of LCCPS		
6. Building Capacity of the Board of Trustees and Leadership Team			
Timeline	Activity	Deliverable	Progress To Date
Ongoing	Continue to work with the board of trustees to build capacity and develop a strong governance structure, including attending board and committee meetings, consulting with the Head of School and chairperson on board agendas and activities, and preparing materials		Continue to meet with the Governance, Finance, and Development Committees when possible; meetings held with the HOS and Board Chair and Vice-Chair on roles and responsibilities; assisted in revising the Board recruitment and selection process
October 2013	Facilitate the board's annual analysis of the strategic plan and implementation of various goals and objectives in the plan	Summary of analysis and next steps	Planned for October board retreat