

# *Lawrence Family Development Charter School*



**ANNUAL REPORT**  
2009-2010

## *Class of 2010*



### **LFDCS: Leadership – Family – Dedication – Community – Service**

I stand here today with great feelings of sorrow, excitement and pride. I share these emotions with my fellow classmates as we move on from our exceptional journey to begin new ones. My class has been my family, and as families, we support each other. We have been there for one another during the best times and the hard times over the years. I know that the Class of 2010 is special because we are a group that has been together for years and years, some of us since kindergarten. We have learned lifelong lessons along with having achieved goals that students at other schools only dream of.

We have grown and found ourselves here at LFDCS, and we have found the “leader” that is inside ourselves—the part of us that knows how to make good decisions. Lawrence Family Development Charter School has also taught us the virtues that our school initials stand for: Leadership, Family, Dedication, Community and Service. We have learned these virtues because we have been taught and shown that failure is not an option, no matter how difficult it is—to continue and persevere--and at the end of the day “trying your best” will pay off.

We have been encouraged to give back to the community through service. We have not only been given an education but also have been taught that the world doesn’t revolve around us and that what does surround us every day—family and community—are the needs that matter.

Today, we have unforgettable memories, tears and smiles as we reach the end of our amazing journey at Lawrence Family Development Charter School that have helped make us the young adults of the Class of 2010.

I stand here with great pride because I know we are dedicated, determined and helpful leaders of tomorrow.

*Emely Santos, Class Speaker  
LFDCS Class of 2010  
entering Central Catholic High School*

## *A Message from the President of the Board*

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The 2009-2010 school year, our fifteenth year of operation as a Commonwealth Public Charter School, realized the successful completion of three charter periods and was a reflective year on experiences and lessons learned.

Prior to August orientation, the Board of Trustees confirmed the appointment of a new principal, a seasoned veteran educator of public and charter education and experienced as a special education teacher and administrator, who has grown with and contributed to the growth of LFDCS over the past twelve years.

The governance structure, always a strength of our school, created the environment to reassess not only accomplishments but also areas of challenge and opportunities for growth as we prepared for re-chartering site visits by Class Measures and Commissioner Mitchell Chester as part of the renewal process.

Significant among accomplishments was the positive 4-day visit by professional reviewers who visited every classroom, conducted extensive individual interviews and focus groups resulting in a report of comments and commendations leading to a recommendation by the Commissioner for renewal without conditions.

The Board and Administrative team immediately put into action "Plans for the Next Five Years" as described in our renewal application. Foremost was developing a plan to create a Teacher Fellowship Program in Urban Education with an area college that will address the need for stronger teacher preparation for urban teaching as well as creating leadership opportunities for veteran teaching staff as mentors to graduate fellows. A partnership with Merrimack College's College of Education will pilot this exciting new phase for LFDCS in taking a leadership role and improving public education.

Building partnerships and valuing the rich cultural and educational resources of our area has been part of our philosophy from our founding. A new Science education partnership with Northern Essex Community College will introduce fifth and sixth grade students to college labs and professors, building Science interest and skills and readiness for the challenging Science partnership for grades seven and eight at MIT.

Professional development continued, integral to our belief that effective, consistent professional teaching is the key to ensuring student learning. The Hanson Initiative (HILL) provided embedded professional development on research-based understanding of second-language acquisition, comprehension and vocabulary. Our RTI model (Response to Intervention) expanded to include all staff at each grade level conducting frequent progress monitoring and timely critical interventions that resulted in positive student outcomes. RTI results show only 58 students (10% of enrollment) in the high-risk Tier III category for future interventions. Year-long induction and training of new/beginning teachers, supported by individual mentors, continued our commitment to retention and support of staff.

Our investment in web-based academic programs extended the school day bringing learning into the home. Our commitment to parent training with vouchers for ESL and computer skills as well as successful implementation of "Right from the Start" extended the learning day for entire families and helped close the gap on language and learning barriers.

Our commitment to technology reached all facets of the academic program which included: in-focus machines enhancing classroom instruction; site licenses that include home learning; the re-opening of a Lower School computer lab where individualized programs challenge student performance measured against global competitors; classroom computers that enable individual access and growth in ELA, Math and Spanish and computer programs in the Lower School library that engage readers in age-appropriate books.

To address the community demand for additional student enrollment at LFDCS, the Board has voted to approve a charter amendment requesting an additional 200 students phased in from 2011-2020. We have submitted a formal request to the Charter School Office and look forward to beginning this phase of our growth.

As our graduating students continue to seek rigorous high school admissions and the costs continue to escalate, the school and its donor community continue to raise scholarship dollars and, this year, began to address the need for a four-year scholarship program ensuring that academically-promising alumni will continue on their path to higher education.

On behalf of the members of the Board of Trustees we express our gratitude to the families who entrust their children's education to LFDCS, to the extraordinary staff at all levels who sustain and build our academic success and to all who contribute to our past, present and future.



President

# *Lawrence Family Development Charter School*

## MISSION STATEMENT

*Strong families, working in partnership with the school  
as advocates for academic achievement,  
will create an environment where every child  
has the opportunity to acquire the foundation skills  
and habits of mind that foster life-long learning,  
citizenship participation, and personal fulfillment.*

## Description

Lawrence Family Development Charter School is a Commonwealth Public Charter School, initially chartered in 1995. Intended to serve children in the City of Lawrence, its three-building campus is located at 34 West Street (K-2, Grades 1-4), 400 Haverhill Street (Grades 5-8) and 404 Haverhill Street (K-1). Beginning with the 2006-2007 school year, the charter was approved for an additional 60 students at K-1, raising the enrollment cap to 600 students (K-8). LFDCS is particularly cognizant of its mission to reach underserved children of immigrant and newcomer families, and its demographics of 98.3% Hispanic and 92.2% low income shows faithfulness to its mission. LFDCS consistently enrolls 580 or more students (96.6% of its cap) and maintained waiting lists of 387, 514, 618 and 582 students each year of this charter. The current enrollment (June, 2010) is 588 with a waiting list of 907. While the primary district served is Lawrence, LFDCS continues to educate its students who move to neighboring communities—currently these include: Methuen (21), Haverhill (6) and other towns (5).

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## *Summary of Educational Philosophy*

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LFDCS is committed to the belief that all children can learn and accepts responsibility to develop models of curriculum, staffing and professional development to annually increase the level of academic achievement for a student population that enters Kindergarten with limited English language skills and Pre-K school experience. These cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school.

- 1. Parents are a child’s first teacher, and, as such, accept responsibility for the successful development of the child and transfer of the values of their culture.** We strive to understand and value the cultural heritage of our students while providing new skills and education for parents to be effective partners in the culture and expectations of public education.
- 2. Effective, consistent, professional teaching is key to ensuring student learning.** We limit the size of classrooms to 20 students in K-2 – grade six and 15 students in K-1 and grades seven and eight. We provide weekly time for grade-level curriculum planning, resources and opportunities for professional development through graduate courses, workshops, and nine paid work days for orientation, induction and staff development.
- 3. Dual-language acquisition is the most effective model for educating young children who are not native English speakers to achieve academically in English-speaking classrooms.** Functional proficiency in two languages enhances cognitive development, promotes understanding and appreciation of cultures and builds skills to learn and communicate effectively throughout their lives.
- 4. Education is not the sole responsibility of schools and is enhanced and enriched in partnerships with quality community organizations and resources.** Through partnerships with unique and generous educational and cultural organizations, our school is able to open doors to vistas and visions beyond our classrooms and our community borders.

### **EXECUTIVE SUMMARY**

**The key strategies to improve academic achievement for all students during 2009-2010:**

- ◆ provided vouchers to parents for free classes in ESL and computer technology, increasing parent enrollment at the Family Center and increasing skills and competencies for parents to assist their children
- ◆ purchased site licenses, and invested in web-based computer programs increasing academic proficiency in ELA and Math and extending learning time by providing access in the home for after school, evening and weekend practice
- ◆ initiated pilot Science education partnership with Northern Essex Community College with lessons for grades five and six students resulting in an expanded instruction plan by college instructors in 2010-2011 at the NECC campus and on site at LFDCS
- ◆ completed planning for Urban Educator Program with Merrimack College that will bring graduate teaching fellows to LFDCS in 2010-2011 focusing staff skills on the mission of a high-quality urban education
- ◆ expanded SSAT prep for grade seven students through “Opening Doors” funded by Liberty Mutual—year-long after-school workshops in ELA and Math adds depth and learning time to high school test readiness
- ◆ embedded professional development by HILL facilitators—improved comprehension and vocabulary (Kindergarten-grade 3) with attention to daily use of rich vocabulary taught in context
- ◆ invested in two SEI trainings to increase number of teaching and paraprofessional staff prepared with state-mandated competencies for schools with English Language Learners
- ◆ directed Title One funds to after-school ELA/Math tutoring to targeted students

## Demographics and Data

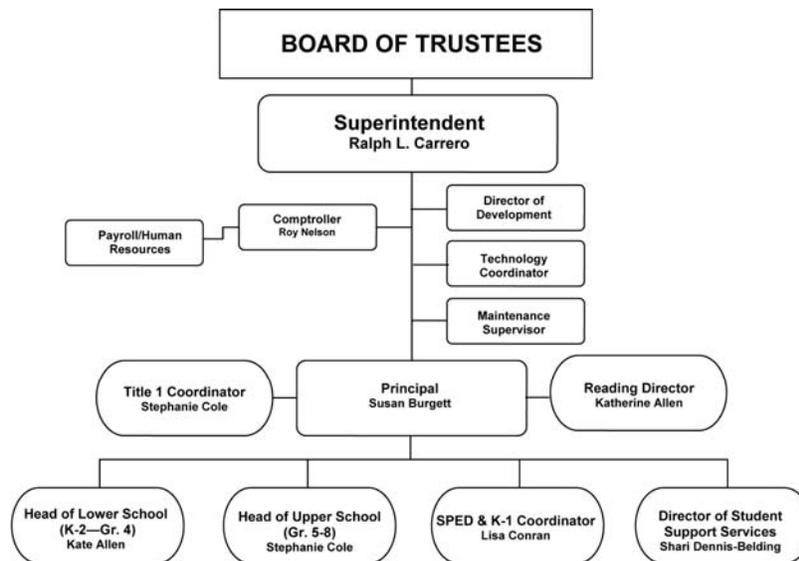
INSTRUCTIONAL TIME:		
Total number of instructional days for the 2009-10 school year:	180	
First and last day of the 2009-10 school year:	September 8, 2009 June 22, 2010	
Length of school day (please note if schedule varies throughout the week or the year):	K-1	8:00am-2:55pm
	K-2-Gr. 4	8:00am-3:00pm
	Gr. 5-8	8:00am-3:15pm
STUDENT ENROLLMENT INFORMATION:		
Number of students who completed the 2008-09 school year but did not re-enroll for the 2009-10 school year (excluding graduates):	11	
Total number of students enrolled as of October 1, 2009:	596	
Total number of students who enrolled during the 2009-10 school year after October 1, 2009:	7	
Total number of students who left during the 2009-10 school year, after October 1, 2009:	14	
Total number of students enrolled as of the June 30, 2010 SIMS submission:	588	
Number of students who graduated at the end of the 2009-10 school year:	46	
Number of students on the waitlist of June 30, 2010	907	
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2010 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	7	1.2%
Asian	0	0%
Hispanic	578	98.3%
Native American	0	0%
White	3	0.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	0	0%
Special Education	40	6.8%
Limited English Proficient	246	41.8%
Low Income	542	92.2%

In addition to completing the table above, please provide a summary of the reasons for all student departures (excluding graduation).

Reason for Departure	Number of Students
Transferred to private school	2
Transferred to another Massachusetts community	7
Transferred to Lawrence Public Schools	10
Transferred to another state	5
Transferred to another charter school	1

## Staff Profiles and Responsibilities

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employee at the school)
Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies and budget	8/07	
Principal	Head of Educational Program – Hiring, supervision, training and evaluation of staff/curriculum	5/09	
Comptroller	Chief Financial Officer – Responsible for fiscal management, oversight of budget and payroll	9/96	
Director of Development	Grant writing, fundraising & project management	8/01	
Technology Coordinator	Oversight of all technology including networks, website, e-mail system and software	8/08	
Maintenance Supervisor	Building maintenance and custodial services	3/09	
Title One Coordinator	Oversight of records, test data, NCLB compliance, school-wide program for below benchmark	8/07	
Reading Director	Collection of all data regarding Reading assessments, reporting, coaching	10/06	
Head of Lower School (K-4)	Building operations, student behavior and discipline, schedules, parent communication	8/08	
Head of Upper School (5-8)	Building operations, student behavior and discipline, schedules, parent communication	7/08	
Special Education/K-1 Coordinator	Responsible for oversight of special education program: staffing, IEP's, establish procedures, etc.—also Head of K-1 building and program	8/09	
Director of Student Support Services	Oversight of after-school program, summer enrichment, partnerships, food services	8/08	



TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	51	2 resigned	1 moved out of state
			8 contract non-renewal
Other Staff	34	1 moved out of country	2 positions changed to full time
			8 non-renewals

## I. Faithfulness to Charter

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### A. ACCOUNTABILITY PLAN, OBJECTIVES AND MEASURES

*Lawrence Family Development Charter School has been faithful to the terms of its charter in all aspects of its programs, policies, goals and operations. We look to our charter—its mission and vision and the objectives that define our accountability—to inform our decisions and to guide the direction we take each day.*

#### **Goal 8**

Lawrence Family Development Charter School will involve parents in supporting the education of their children in increased academic achievement.

#### **Measures:**

**8A. Eighty-five percent (85%) of parents at LFDCS will meet at least three times annually with their child's teacher to review academic progress through discussion of grade-level standards.**

LFDCS has met and exceeded this revised (2007) Accountability Goal with 100% of parents attending each of three annual grade-level conferences—fall, winter and spring. These conferences are greatly valued by parents with 100% of parents voting favorably for teacher communication at conferences (2010 parent survey, question #8B: most satisfied – 63%; satisfied - 37%).

**8B. Ninety percent (90%) of surveyed parents at LFDCS will respond favorably to an annual survey measuring parent satisfaction with curriculum, communication, academic achievement, safety and attention to learning for each child (REVISED 2008).**

LFDCS has met and exceeded the 90% satisfaction rate with positive feedback ranging from 93-100% in every category. An exceptional rate of 83% of all families (353 out of 423 families) responded to the annual family survey which measures levels of satisfaction with curriculum, communication, safety, support services and special programs. Particularly noted was 100% satisfaction with reading, school safety and parent-teacher conferences—lowest parent satisfaction was with school-sponsored transportation.

**8C. Parents of third grade students will attend MCAS preparation nights to participate in completing and scoring Math and ELA release items. Participation will be measured using the following targets:**

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Measure	55%	60%	65%
Actual	60%	68%	65%

(ELA 45%, Math 85%)

LFDCS has met the Accountability Goal of this measure each year. During the 2009-2010 school year, additional tables were added to the Family Center to accommodate standing-room attendance. Parent surveys indicated 100% satisfaction to overall MCAS support.

**8D. Parents of Kindergarten-1 (K-1) students will have a home visit by the Student and Family Support Counselor to strengthen student transition to school with the following measures:**

	<u>2008-2009</u>	<u>2009-2010</u>
Measure	80%	85%
Actual	82%	99%

(49 of 60) (64 of 65)

“Right from the Start,” a series of parent workshops to address the importance of parental involvement “right from the start” of Kindergarten-1, is an invaluable resource for understanding and valuing the role of parent(s) as a child’s first teacher.

Offered at the school’s Family Library by a team of experienced parent educators, these workshops complement an information-gathering home visit following the K-1 screening and introduce the school’s expectations for academic achievement, socialization and English-language learning for child and parent(s).

In the parent survey, parent(s) of K-1 students responded overwhelmingly in praise of this program--61% rating “most satisfied” and 39% rating “satisfied” for a combined positive rating of 100%.

**Goal 9**

**Lawrence Family Development Charter School will support high academic achievement and high expectations for its students, resulting in admission and successful transition to high school for its graduates.**

**Measures:**

**9A. At least seventy-five percent (75%) of all graduates will apply to admissions-based high school(s). Fifty percent (50%) of graduates will be accepted at one or more admissions-based high schools.**

One-hundred percent (100%) of the students graduating in 2010 applied to one or more admissions-based schools with 98% or 45 out of 46 being accepted and enrolled at one of these schools.

LFDCS has met and exceeded the 75% applicant goal with 100% of graduates completing admissions’ applications in 4 of the 5 years of this charter.

High academic achievement is a priority goal for all students as stated in the founding mission. LFDCS focuses attention on this throughout all years of a student’s enrollment with attention to data, to individual intervention plans for any student not meeting performance standards through investment in advanced technology, enrichment and advanced programs and to partnerships that spur interest and increase skills and competencies.

Student response to high academic achievement is noted in increased student attendance (97.5%), significant increase in meeting the requirements of honor roll, regular growth in ELA and Math as measured by weekly L-FAST assessments and enthusiastic participation in special programs including Debate Club and “Opening Doors.”

Class of	% of Applications	# of Acceptances*		
		Independent	Parochial	Vocational
2006	84%	50%	80%	71%
2007	100%	41%	63%	100%
2008	100%	67%	59%	82%
2009	100%	33%	89%	100%
2010	100%	33%	81%	66%

\* Some students earn acceptance at more than one school

June, 2010 marked our 10<sup>th</sup> graduating class and welcomed members of the Class of 2002, our second group of college graduates, to return as graduation speakers and to help build our alumni outreach program. While 98% of the class was accepted at one or more admissions-based schools, the lingering economic impact on independent schools’ available funds for scholarships and financial aid resulted in a number of students earning waitlist status rather than acceptance due to funds. This news, garnered from the schools and admissions’ administrators, further compels our efforts in building a Scholarship Fund to ensure financial barriers are reduced whenever possible.

Members of the Class of 2010 will attend Central Catholic High School, Notre Dame High School, Presentation of Mary Academy, St. John’s Preparatory School, Austin Preparatory School (first admission), Lawrence High School, Greater Lawrence Technical High School and Essex Agricultural School. More than \$46,735 in financial aid was received as well as \$16,000 in scholarships from LFDCS. This year saw the first round of four-year commitments from LFDCS in scholarship aid for selected students, stepping up the school’s commitment that a student’s “reach for the stars” can be realized (\$14,000 annually x 4 = \$56,000).

## *I. Faithfulness to Charter*

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### **B. COMMON SCHOOL PERFORMANCE CRITERIA**

#### **Implementing the Mission**

*LFDCS is faithful to the mission, vision and educational philosophy as defined in our original (1995) charter application and each subsequent charter period.*

*LFDCS is committed to the belief that all children can learn and accepts responsibility to develop models of curriculum, staffing and professional development to annually increase the level of academic achievement for a student population that enters Kindergarten with limited English language skills and Pre-K school experience. These cornerstones for success, established when our school was founded, provide the vision that continues to drive the work of our school.*

#### **1. Parents are a child’s first teacher, and, as such, accepts responsibility for the successful development of the child and transfer of the values of their culture.**

LFDCS is a family-focused school and continues to be faithful to its founding mission—incorporating parents at every level. LFDCS strives to understand and value the cultural heritage of our families while providing new skills and educational opportunities for parents to become effective partners in understanding the expectations of a demanding public education.

During the 2009-2010 school year, our early-kindergarten program “Right from the Start” visited every home of K-1 students and enrolled 99% of those parents in workshops to empower them with effective skills in behavior management, academic support, improved nutrition and positive advocacy. Through Title One, sixty-three parents enrolled in English as a Second Language and computer training at our Maria del Pilar Quintana Family Center, improving skills and language capacity to assist their children in academic growth.

#### **2. Effective, consistent, professional teaching is key to ensuring student learning.**

LFDCS is faithful to its intent of promoting academic achievement through the professional work of highly-qualified certified educators. Annually, LFDCS offers eight days of pre-opening orientation and staff training intended to set the stage for the academic priorities of the coming year.

August, 2009 provided high-quality professional facilitators with an overall theme of “Connecting the Dots” tying together the multiple expectations of lesson plans, SEI training and implementation and language and vocabulary strategies through embedded professional development. Workshops began with presentations by teachers who had attended the 2009 National Charter School Conference, returning energized to map and enhance our curriculum.

The HILL training in language and vocabulary, resulting from a *Reading First* grant, provided exceptional workshops, class observations and welcomed feedback for teachers in grades K-3 throughout the year.

Simultaneously, New Teacher/Induction training for teachers in the first three years presented by Frank Thoms of TEACHERS<sup>21</sup> included classroom observations and individual feedback to assist newer teachers in developing the multiple skills necessary to meet the professional demands faced today. LFDCS’ commitment to supporting newer staff provided a veteran mentor for each teacher enrolled in these workshops.

Extensive SEI (Sheltered English Immersion) workshops in Category II and IV increased the percentages of staff well versed in these skills—so important to our school population.

The 2009-2010 school year saw increased numbers of teachers advance to professional licenses based on years of teaching, high performance and the school’s mentor program. Three teachers earned initial licensure through an alternative portfolio program administered by Class Measures and supported by a LFDCS co-worker mentor holding a professional license.

### **3. Dual-language acquisition is the most effective model for educating young children who are not native English speakers to achieve academically in English-speaking classrooms.**

LFDCS continues to invest in the promise of dual-language fluency for all students. An academic Spanish language program, aligned with the Massachusetts ELA Frameworks, begins in Kindergarten, requiring reading and speaking skills in Spanish which continue through grade eight with more intense application of vocabulary, grammar and literature. Administration and teachers are carefully attuned to the evolving language status of Lawrenceans today compared with our founding 15 years ago. With more of our students born in the United States rather than the Caribbean, students enter with some language skills in two languages; however, careful adherence to pedagogy in both English and Spanish is required to ensure the strong dual fluency that describes our graduates. As recently noted by MASS 2020: *We have identified Lawrence Family Development Charter School as an especially high performing school for ELL students with a clear and overt mission to serve them well.*

### **4. Education is not the sole responsibility of schools and is enhanced and enriched in partnerships with quality community organizations and resources.**

LFDCS has valued the rich and diverse offerings of educational and cultural institutions in the Merrimack Valley and throughout eastern Massachusetts. Our partnerships with Phillips Academy Andover, Pingree School, Northern Essex Community College and Merrimack College go back to our founding, and each year bring new opportunities and renewed commitments to valued joint initiatives.

During the 2009-2010 school year, in particular, two important partnerships were planned. Northern Essex Community College piloted a Science education program for grades five and six which will offer on-site classes with professors at the campus and at LFDCS monthly during 2010-2011. Merrimack College's College of Education will partner with LFDCS to offer an Urban Fellowship Program—preparing graduate students to immerse in and learn the complex challenges and exciting professional growth that comes from being an urban educator. This is further discussed on page 30, Dissemination.

In the summer of 2009, LFDCS partnered with the Greater Lawrence Education Collaborative to provide a two-week seminar on Language and Mathematics. Teachers from Methuen, Haverhill, Lawrence and LFDCS participated and shared best practices. As a result of this seminar, LFDCS continued its partnership with GLEC during 2009-2010 and was able to utilize the services of a Math consultant who identified gaps in the Lower School Math curriculum which addresses scaffolding to higher order skills. He also worked with individual students and was able to close learning gaps.

### **Recruitment and Enrollment**

LFDCS is faithful to the vision and intent of the founders reaching out to families and students from every section of the City of Lawrence. LFDCS was founded in partnership with Latino parents who sought a new educational venue for their children, and so, from the beginning, our recruitment included specific outreach to newcomer and immigrant families through local clubs, businesses and Latino churches as well as English and Spanish-language media. During the announced recruitment period, our Superintendent, Parent Liaison and other Spanish-speaking staff appear on local radio answering questions from callers.

It is clear, however, from applications that the way most applicants learn about LFDCS is from parents of enrolled students. This is our greatest “public relations” asset and truly swells our waiting lists each year.

Enrollment at LFDCS comes through the application process and a public lottery in March of each year. The procedures are posted on our website and adhere to all requirements of the state and charter school office. With a current enrollment cap of 600 students, LFDCS annually attains 98% full enrollment (in the event of vacancies, seats at grades seven and eight are not filled) with a waiting list of over 900 students (K-6).

The strategies used to retain students include: a strong academic program, regular parent outreach and communication to resolve issues, and a safe, positive learning environment. By providing parents, through the School Site Council, an arena in which to learn and question school issues--such as: transportation, school choice and their rights under the McKinney Vento law, civil rights, priority policies for after school, Right to Know regarding Special Education--information on all issues gives parents the proper background information to make informed decisions and helps keep school retention at over 90% annually.

## II. Academic Program Success

### A. ACCOUNTABILITY PLAN, OBJECTIVES AND MEASURES

LFDCS submits this narrative section as the final year of our Accountability Plan for the current (2005-2010) charter. Each of our objectives, followed by annual measures, clearly shows the extent of meeting each goal. Attention to performance, data, staff qualifications, lesson planning and continuous assessments and refining of curriculum have moved school performance from Needs Improvement to Proficient in most grades and subcategories.

#### Academic Program Goal 1

Students at LFDCS will become clear and effective writers and readers of the English language by mastering skills and knowledge outlined in the State Curriculum Frameworks and will improve academic achievement steadily over time.

#### Measures:

- 1A. Ninety-five percent (95%) of students will pass the MCAS ELA test by the year 2010 with the following expectations for proficient or advanced.

#### Passing

BASELINE		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved								
3	82	60	95	70	88	80	85	90	*	95	
4	75	60	82	70	88	80	85	90	90	95	
5	-	60	83	70	76	80	92	90	*	95	
6	-	60	86	70	96	80	89	90	100	95	
7	89	60	85	70	98	80	100	90	93	95	
8	-	60	88	70	94	80	96	90	100	95	

#### Proficient/Advanced

BASELINE		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved								
3	31	40	30	45	38	50	36	60	*	70	
4	29	40	37	45	30	50	25	60	34	70	
5	-	40	31	45	34	50	32	60	*	70	
6	-	40	28	45	62	50	50	60	60	70	
7	44	40	41	45	49	50	76	60	62	70	
8	-	40	57	45	62	50	65	60	84	70	

\*test irregularities at grades 3 and 5 resulted in withholding public release of results

LFDCS has met the increasing goals of passing each year of this charter, attaining 90% or better at all grade levels. LFDCS met the goal of 60% proficient/advanced in grades six, seven and eight, but significantly missed this goal at grade four. This failure shed further light on the flat to stagnant student growth in literacy as measured by GRADE and other assessments that prepare and predict for language proficiency.

LFDCS contracted with HILL (The Hanson Initiative for Language and Literacy), a research-based program of embedded professional development and TEACHERS<sup>21</sup> to provide extensive training in Categories II & IV of the SEI (Sheltered English Immersion) state-mandated trainings for schools, like ours, which enroll significant percentages of English Language Learners. These workshops are further detailed in Accountability Goal #6 and the Professional Development section of the Common School Performance Criteria page 18.

The HILL workshops in tiered curriculum and content learning and literacy specifically emphasize that: *Research has shown that teachers who have training and experience in the study of language acquisition are better able to create and deliver educational programs appropriate for the different development needs of students.*

Until 2009, LFDCS waited until grade three to focus on comprehension. Now, beginning in Kindergarten, strategies are in place to build vocabulary and oral language development—students talking about what they know to bring about comprehension.

**1B. LFDACS will make AYP/Adequate Yearly Progress in English Language Arts in the aggregate and all subgroups.**

**ELA MCAS – Adequate Yearly Performance**

YEAR	CPI GOAL	CPI ACTUAL	AGGREGATE	ELE	SPEC. ED.	LOW INC.	HISPANIC
2005-06	76.56	72.0	No	No	-	No	No
2006-07	75.5	76.8	Yes	Yes	No	Yes	Yes
2007-08	80.11	78.1	Yes	Yes	Yes	Yes	Yes
2008-09	81.75	83.8	Yes	Yes	*	Yes	Yes
2009-10	87.04						

\* less than 40 students in the subcategory, no public reporting

Strategies implemented in 2007-2008 and 2008-2009 continue to show measurable gains in ELA during this charter. Expanding RTI school-wide allowed administration and faculty to identify every student with learning needs—both gaps and enrichments. The investment in web-based academic programs for every child in every class provided continuous attention to skills and knowledge in school and in the home.

**1C. LFDACS will develop and administer an internal assessment that simulates the MCAS Long Composition at grade four. This will be scored by a panel of teachers using the MCAS rubric.**

**LFDACS MOCK-LONG COMPOSITION SCORING**

**Grade Four Total**

Year	January 2008	January 2009	March 2008	March 2009	September 2009	January 2010	March 2010
P/A	2%	14%	21%	39%	5%	18%	32%
HNI	21%	36%	15%	40%	11%	20%	16%
LNI	42%	32%	31%	16%	18%	25%	27%
W	35%	18%	33%	5%	68!	37%	24%

**Grade Seven Total**

Year	January 2008	January 2009	March 2008	March 2009	September 2009	January 2010	March 2010
P/A	8%	19%	56%	23%	20%	40%	32%
HNI	37%	34%	12%	30%	9%	31%	29%
LNI	35%	30%	29%	39%	25%	22%	24%
W	20%	17%	2%	8%	46%	7%	14%

The LFDACS mock-long composition was instituted to emphasize the skill development of essay writing in preparation for MCAS. In the 2009-2010 school year this was administered fall-winter-spring rather than solely winter-spring to provide a window on student proficiency and areas of needed improvement from the beginning of the school year. The grade seven chart is not an accountability measure but rather an internal assessment to measure and predict writing proficiency.

Review of these measures indicate a need to introduce long-comp. writing in grades two and three and to move away from the formulaic topic sentence and format at grade four to a more authentic student voice expressed in creative writing and reflective of greater exposure to literature.

## *II. Academic Program Success*

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- 1D. Grade seven students will write a persuasive essay. The essay will be scored by a panel of trained teachers using an LFDCS rubric. Eighty-five percent (85%) will score passing with the following expectations for proficient:

Year	% Passing GOAL	Actual	% Proficient GOAL	Actual
2006-07	85%	49%	45%	9%
2007-08	85%	100%	50%	80%
2008-09	85%	100%	60%	23%
2009-10	85%	100%	70%	70%

The persuasive essay is a curriculum standard which measures internal rubrics, assessments, vocabulary depth, ability to connect and compare as well as integration of knowledge across the curriculum. During 2009-2010, this essay centered on risk taking and how it impacts life. Students met the established goals in both passing and proficient, indicating improvements in writing in the curriculum.

### Academic Program Goal 2

Students at Lawrence Family Development Charter School will become fluent and proficient readers of English as measured by DIBELS and GRADE by mastering skills outlined in the Massachusetts Curriculum Frameworks and will improve academic achievement steadily over time.

#### Measures

- 2A. Seventy percent (70%) of students who complete Kindergarten will meet established benchmarks on two out of three indicators on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test.
- 2B. Seventy percent (70%) of grade one will meet established benchmarks on two out of three indicators on the DIBELS.
- 2C. Seventy-five percent (75%) of students who complete Kindergarten through grade two will meet established benchmarks on the indicators on the DIBELS.
- 2D. Eighty percent (80%) of students who complete Kindergarten through grade three will meet established benchmarks on the indicators on the DIBELS.

**2006-2010 DIBELS Indicators of Reading First Progress**

Grade Level	LFDCS Goal*	Letter Name Fluency					Phoneme Segmentation					Nonsense Fluency					Oral Reading Fluency				
		06	07	08	09	10	06	07	08	09	10	06	07	08	09	10	06	07	08	09	10
K	70%	81	97	90	95	<b>95</b>	95	93	92	97	<b>100</b>	85	98	90	95	<b>97</b>					
1	70%						100	100	100	97	<b>100</b>	95	95	95	89	<b>95</b>	54	78	81	84	<b>90</b>
2	75%																70	83	77	84	<b>87</b>
3	80%																73	84	90	80	79

\* Bold scores indicate that students achieved the benchmark indicators of our Accountability Goal.

**Analysis of Reading First Data**

All grades in Kindergarten through grade three met and exceeded the expectation of proficiency according to the DIBELS indicators with the exception of grade three in Oral Language Fluency. While overall results are excellent and show student readiness for reading proficiency, the testing protocol at grade three will be evaluated and strengthened in the coming year.

A new intervention, Voyager Passport, was implemented to support the skills measured by DIBELS in Kindergarten through grade three. Voyager Passport is a Kindergarten through grade three reading intervention for students who encounter reading difficulty and are performing below grade level. The goal is to accelerate reading growth to commensurate with grade-level expectations as a supplement to the school's reading core providing intensive, implicit instruction in short daily modules. A feature of grade three is the explicit teaching of advanced word analysis and comprehension strategies expected to move students toward higher levels in this critical skill area (see chart on page 15, particularly K, 1, 2, for growth in 2010).

**2E. Grade eight students at LFDCS will present individual oral presentations describing plot and character development from a selected list of novels. The presentations will be presented to a panel comprised of administrators, teachers and board members who will score from a rubric. One hundred percent (100%) will earn a passing score; seventy percent (70%) will earn proficient.**

**Analysis/Statement**

While 100% of grade eight students passed all oral presentation requirements of a novel from the Frameworks list, only 50% earned proficient in their presentation based on a rubric measuring depth of understanding, plot and character, critical thinking skills, inference, predicting outcomes and rich vocabulary. A broader panel of teachers from lower grades participated in this process for the first time and will institute oral presentations of student literature in the coming year building greater skills in confidence and public speaking.

Year	100% Goal - Passing	70% Goal - Proficient
2007-08	100%	80%
2008-09	100%	77.5%
2009-10	100%	50%

Students read multiple novels in directed discussion and individually. The presentations are based on books from the LFDCS Grade 8 Reading List and includes such titles as *Milkweed*, *Tuck Everlasting*, *The Contender*, *Seedfolks*, *Esperanza Rising*, *The Hobbit*, and *Old Yeller*.

## II. Academic Program Success

### Academic Program Goal 3

Students at Lawrence Family Development Charter School will become proficient learners of mathematical competencies and problem solving, mastering the skills and knowledge outlined in the State Curriculum Frameworks and will improve their academic achievement steadily over time.

#### Measures:

3A. Ninety-five percent (95%) of students will pass the MCAS Math Test by 2010 with the following expectation for achieving proficient or advanced, measured annually.

2005-2006 – 15%      2006-2007 – 20%      2007-2008 – 25%      2008-2009 – 30%      2009-2010 – 40%

#### Passing

Grade	BASELINE	2005-06		2006-07		2007-08		2008-09		2009-10	
	2004-05	Goal	Achieved								
3	-	60	80	70	85	80	87	90	63	95	
4	73	60	70	70	77	80	85	90	72	95	
5	-	60	63	70	69	80	84	90	95	95	
6	70	60	60	70	79	80	77	90	86	95	
7	-	60	74	70	84	80	88	90	80	95	
8	52	60	68	70	84	80	89	90	92	95	

#### Proficient/Advanced

Grade	BASELINE	2005-06		2006-07		2007-08		2008-09		2009-10	
	2004-05	Goal	Achieved								
3	-	15	28	20	60	25	57	30	32	40	
4	29	15	17	20	28	25	38	30	29	40	
5	-	15	29	20	27	25	47	30	46	40	
6	18	15	18	20	54	25	48	30	56	40	
7	-	15	21	20	40	25	59	30	53	40	
8	16	15	28	20	50	25	61	30	63	40	

Regrettably, due to the introduction of an ineffective Math program in the Lower School during 2008-2009, LFDCS did not meet the high expectation of passing MCAS Math at grades three and four but achieved or exceeded proficiency goal at five of six grade levels. At the Upper School (5-8), Math proficiency continued with all grades exceeding the goal for proficiency and meeting or close to the goal of passing. Even a brief (half year) divergence to a non-research based program clearly indicates the importance of research in choosing curriculum as it took attention away from standards-based instruction. With a change in school leadership (Principal), LFDCS immediately returned to the Scott Foresman Math Program and added V-Math and other interventions to regain ground. Continued attention to standards showed steady growth in proficiency and advances in the Upper School Math curriculum.

3B. LFDCS will make AYP/Annual Yearly Progress in Math in the aggregate and subgroups.

YEAR	CPI GOAL	CPI ACTUAL	AGGREGATE	ELE	SPEC. ED.	LOW INC.	HISPANIC
2005-2006	59.87	60.3	Yes	Yes	Yes	Yes	Yes
2006-2007	65.3	71.4	Yes	Yes	Yes	Yes	Yes
2007-2008	75.49	76.1	Yes	Yes	Yes	Yes	Yes
2008-2009	80.08	72.9	No	No	*	No	No
2009-2010	78.32						

\*less than 40 students in subcategory, no public reporting

Student performance in Mathematics was not consistent. Despite measurable gains in four grade levels, overall attainment did not meet the 80.08 CPI goal. The curriculum change, described above, was a contributing factor to this outcome.

Preliminary scores in ELE using Voyager caused the school to examine V-Math (Voyager Math) as an online component—in both English and Spanish—for use in school and at home. Research showed gains in urban/ethnic populations comparative to LFDCS.

LFDCS further introduced GMADE (Group Math Assessment and Diagnostic Evaluation) to establish a tier system for Math similar to GRADE for ELA. This system will focus attention on individual needs in Math and more frequent interactions and progress monitoring. A Title One Math instructor was added with responsibility for all Tier III Math students at grades three and four. She also developed a Math L-FAST for the grade-level teams and assisted with lesson plans. A Math consultant was brought in to work one on one with most at-risk students to analyze needs. This will continue in 2010-2011.

**Academic Program - Goal 4**

**Students at Lawrence Family Development Charter School will master the skills and content knowledge outlined in the Massachusetts Curriculum Frameworks in Science/Technology and History/Social Science.**

**Measures**

**4A. Grade four and grade seven students at LFDCS will research, craft and present an inquiry-based Science project. Projects will be scored from an LFDCS rubric by outside judges.**

LFDCS continued to place emphasis on Science education through multiple interventions for both student and staff growth and reports the ongoing success of its inquiry-based Science project as a measure of motivation, content knowledge and application of scientific principles of research.

One hundred percent (100%) of grade four and grade seven students researched and presented an independent Science project. At grade four, 82% of the students passed with 55% attaining proficiency. At grade seven, 96% passed (1 non passing) with 65% proficient or advanced. Every student was judged by two judges in the morning presentation, with at least four judges reviewing the 10 finalists at each grade level. Judges included university researchers, business leaders, educators and recent alumni graduates with degrees in engineering. The high quality of projects resulted from this being a year-long project with preparation benchmarks set for each month December to June.

**4B. Grade five and grade eight students at LFDCS will improve MCAS scores in Science with the following expectation for passing:**

As seen in the chart below, students at grades five and eight continued to meet the annual goal established for passing and improved the CPI from 43.6 to 71.46 to 68.8 with a CPI goal of 57.7 (2008-2009).

Year	Expected Rate	Grade 5	Grade 8
2004-2005	BASELINE	52%	44%
2005-2006	55%	73%	56%
2006-2007	60%	63%	60%
2007-2008	65%	76%	64%
2008-2009	70%	71%	81%
2009-2010	75%		

LFDCS rebuilt a Science partnership with Northern Essex Community College piloting workshops for students at grades five and six. This will lead to a year-long partnership for 2010-2011 in which students will learn from NECC professors in the college labs and on site at LFDCS. This model will replicate the grade seven and eight partnership at MIT. In the 2010-2011 school year, the Upper School Science program will be restructured with a lead Science educator and Science L-FAST, similar to ELA & Math to monitor student growth.

**4C. Grade five and grade seven students will improve MCAS scores in History and Social Science with expectation for baseline to be set in 2009-2010.**

This measure is not applicable and will not be utilized in the 2010-2015 Accountability Plan.

## II. Academic Program Success

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### B. COMMON SCHOOL PERFORMANCE CRITERIA

#### a.) Curriculum

*LFDCS successfully implements a curriculum aligned with the Massachusetts Frameworks, which is embodied in standardized lesson plan elements for all subject areas (finding, Charter School Office Year 13 Site Visit, 2008).*

DESE established directives to align Massachusetts Curriculum Frameworks with ELL requirements, establishing a common plan for curriculum. During the summer of 2009, a team of LFDCS teachers completed curriculum mapping for all subjects in Kindergarten through grade six and the history curriculum for grades five through eight. These were aligned with ELL proficiency benchmarks and outcomes.

The Math curriculum, as detailed in Goals 3A and 3B, utilizes only research-based curriculum in the core programs--Scott Foresman (K-5) and Connected Math (6-8) as well as interventions and V-Math ensuring instruction based on standards.

A professional development grant allowed a year-long embedded professional training in language and literacy through HILL and TEACHERS<sup>21</sup>. This supported extensive attention to lesson plans and delivery—incorporating verbal discussion of language. At each grade level the ESL coordinator and SPED instructor worked with teachers, reviewed lesson plans and wrote connections or modifications.

#### b.) Instruction

Across all grade levels the emphasis is on perfecting tiered instruction. Teacher lesson plans, adhering to a standardized template tied to specific standards in every subject area and grade level, teach to the highest level for content and skill. Research shows that good instruction will continue the proficiency of Tier I students, and Tier II students will rise to Tier I with strong delivery of instruction, leaving interventions and remediation to the smallest group, Tier III. Monthly RTI grade-level meetings enable staff to access data and have shared discussion pertaining to strategies to be used in class. The goal is to shrink the Tier III population, which has been reduced consistently over the length of this charter. In 2006, LFDCS had 137 students or 24% of our enrollment in Tier III; in 2010 this has been reduced to 58 students or 10% of our enrollment. During the 2010-2015 charter, our goal is to reduce Tier III to 5% of our enrollment.

#### c.) Program Evaluation

The goal of administration in evaluating all programs can be summed as “Good teaching of researched-based curriculum and monitoring for measurable outcomes equals positive academic results.” The overall evaluation of programs was enriched with two annual benchmarks assessments in Math and ELA. Students complete answer sheets in ELA & Math (grades three through eight). With that data, reviewed by grade level, is a discussion with administration and teachers on where and how to improve instruction. In August, teachers have the opportunity to see and understand where changes are needed and take ownership of these changes. Teachers re-examine lesson plans and receive critical feedback, and grade-level teams examine student work and share strategies to improve instruction. LFDCS evaluates student performance with the following battery of assessments:

#### i. DIBELS (Dynamic Indicators of Basic Early Literacy Skills)

LFDCS has added WUF (Word Usage Fluency) to measure outcomes of oral language development which measures how much a child can speak about a word. This assessment develops greater teacher awareness of student grasp of vocabulary and content and measures the depth of student comprehension of common words. This assessment particularly measures the vocabulary and connections to prior knowledge—so critical to reading comprehension. Until this year, LFDCS did not have an assessment tool for early literacy skills for K-1, with DIBELS beginning at K-2. Introduction of PALS in K-1 now provides an accurate assessment.

**ii. GRADE (Group Reading Assessment and Diagnostic Evaluation)**

Use of GRADE was expanded to K-8 this year. LFDCS looks at stanine 5, a national benchmark, to gauge student progress. Investment in in-house scoring of GRADE provides immediate results and timely interventions. This data and GMADE is utilized to develop our tiers to determine annual growth and catch-up growth and necessary minutes of daily intervention.

**GRADE/Reading Comprehension**

Stanines	Baseline Data 2006-2007			2007-2008			2008-2009			2009-2010			GOAL 2010
	1-3	4-6	7+	1-3	4-6	7+	1-3+	4-6	7+	1-3	4-6	7+	7+
<b>K</b>	15	68	17	5	38	57	8	49	43	2	45	53	50%
<b>1</b>	31	54	16	12	52	38	16	44	40	10	27	63	50%
<b>2</b>	16	71	12	18	66	16	14	64	22	6	68	26	60%
<b>3</b>	14	61	24	18	69	14	25	63	12	13	74	13	70%
<b>4</b>	39	45	15	17	68	16	17	59	24	23	50	27	80%
<b>5</b>	25	57	20	3	80	17	12	66	22	5	74	20	80%
<b>6</b>	18	61	22	16	61	24	5	67	28	5	62	33	80%
<b>7</b>	29	55	16	10	54	35	15	59	26	4	69	27	80%

**iii. GMADE (Group Math Assessment and Diagnostic Evaluation) NEW**

As with GRADE, the data from GMADE is used to efficiently implement an effective Tier III model of instruction in Mathematics.

**iv. Terra Nova**

The Terra Nova was selected at the start of the 2005-2010 charter to assess student scores against national norms. Terra Nova tests in ELA and Math were annually compared with MCAS results. Four years of comparative analysis of this type of test as well as results have determined that it is not providing the insight and specific and detailed information needed to uniform teaching. With more effective results obtained from GRADE, GMADE and LFDCS’s own L-FAST system, the school will discontinue use of Terra Nova in the coming charter.

**v. L-FAST (Lawrence-Formative Assessment of Student Thinking)**

The L-FAST is a formative system of ongoing progress monitoring developed by LFDCS to identify grade-level student and curriculum strengths and gaps in readiness for ELA and Math MCAS. Bi-monthly tests and immediate scoring provide teachers, students and administration with a consistent bar by which to measure progress. To better prepare students for MCAS years, this assessment was expanded to begin at grade one. The success of these assessments in ELA and Math has resulted in a new L-FAST for Science, piloted in 2009-2010 for grades five and six. This will be expanded during 2010-2011.

## II. Academic Program Success

### iv. Comparative evaluations to external subgroups

LFDCS  
ELA CPI Comparisons

	2005-2006				2006-2007				2007-2008				2008-2009							
	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State
Grade 3	74.2	63.0	11.2	73.3	66.6	75.4	66.2	9.2	75	68.2	73.4	64.2	9.2	72.9	65.5	N/A	70.1	-	N/A	67.9
Grade 4	69.3	59.9	9.4	69.3	62.2	66.7	64.7	2.0	64.9	64.6	66.9	64.0	2.9	66.4	61.3	72.4	66.9	5.5	71.9	64.2
Grade 5	68.3	62.6	5.7	68.3	65.6	66.9	63.4	3.5	67.1	68.3	73.7	63.7	10.0	72.3	67.5	N/A	71.0	-	N/A	71.4
Grade 6	66.8	66.3	.5	66.8	67.0	84.8	67.0	17.8	84.8	70.3	78.3	67.2	11.1	78.4	71.0	86.4	68.4	18	85.6	70.9
Grade 7	73.1	69.7	3.4	73.6	67.2	81.4	70.4	11.0	81.4	71.5	91.8	72.8	19.0	91.8	73.3	83.7	72.7	11	83.3	74.6
Grade 8	82	72.6	9.4	82.0	72.1	88.5	77.1	11.4	88.8	75.2	87.5	75.2	12.3	87.5	75.7	93.9	78.1	15.8	93.9	79.6

LFDCS  
Math CPI Comparisons

	2005-2006				2006-2007				2007-2008				2008-2009							
	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State
Grade 3	67.1	53.6	13.5	66.4	60.1	81.0	59.4	21.6	80.7	63.3	77.9	72.0	5.9	77.5	67.3	61.7	67.1	-5.4	61.7	65.7
Grade 4	58.6	51.8	6.8	57.4	57.0	62.5	68.2	2.3	61.4	61.2	73.3	67.5	5.8	72.8	64.1	66.5	68.7	-2.2	64.9	64.6
Grade 5	59.6	42.2	17.4	59.6	50.4	59.3	48.4	10.9	58.8	57.5	73.3	49.9	23.4	71.4	58.1	77.7	57.5	20.2	77.3	59.8
Grade 6	53.0	45.6	7.4	53.0	48.7	75.4	49.7	25.7	75.4	55.1	72.2	53.4	18.8	78.4	59.2	77.6	53.6	24	76.4	60.3
Grade 7	56.1	40.5	15.6	56.3	44.5	73.2	49.0	24.2	73.2	49.9	80.1	44.6	35.5	80.1	50.2	75.0	48.7	26.3	74.4	54.2
Grade 8	68.0	42.1	25.6	68.0	45.0	79.6	47.5	31.5	79.6	49.0	80.1	48.3	31.8	80.1	51.2	82.1	45.7	36.4	82.1	52.4

LFDCS annually compares its performance on MCAS ELA and Math to students in the local district and to Hispanic students throughout the Commonwealth. Because LFDCS enrolls a student population that is 98.3% Hispanic, the state cohort of this subgroup gives an accurate bar by which to measure the quality of instruction and learning on an annual basis.

The 2009 MCAS ELA scores show LFDCS ahead of the local district by 5.5 to 18 points and Hispanic students statewide by 7.7 to 15 points.

The 2009 MCAS Math scores, which are comparable to the district at grades three and four, gain proficiency in the upper grades (5-8) with differences of 20.2 (grade 5), 24.2 (grade 6), 26.3 (grade 7) and 36.4 (grade 8). These comparisons are significant testimony to the fact that the longer a student is at LFDCS, the higher their scores with reserve results at the district and state.

Improving proficiency through cumulative knowledge and strict attention to standards as students move toward eighth grade and graduation prepares our graduates for successful transition to high school and future education.

vi. **MEPA – Massachusetts English Proficiency Assessment**

<b>MEPA – Attaining English Language Proficiency</b>						
		<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009*</b>
<b>Progress</b>	State Target	50%	55%	60%	62%	60%
	State Performance	57%	64%	62%	66%	66%
	District Target	n/a	n/a	n/a	62%	60%
	District Performance	<b>81%</b>	<b>71%</b>	<b>62%</b>	<b>67%</b>	<b>66%</b>
<b>Attainment</b>	State Target	40%	45%	44%	44%	29%
	State Performance	48%	49%	48%	49%	34%
	District Target	n/a	62%	54%	49%	39%
	District Performance	<b>75%</b>	<b>66%</b>	<b>56%</b>	<b>62%</b>	<b>38%</b>
<b>AMAO HISTORY</b>						
	Progress		Yes	Yes	Yes	Yes
	Attainment		Yes	Yes	Yes	No
	AYP – English Language		No	Yes	Yes	Yes
	AYP – Mathematics		Yes	Yes	Yes	No

\* Reflects two consecutive years of testing – kindergarten students not included

Following three straight years of achieving all district targets for the MEPA test, LFDCS did not meet the district target for attainment in 2009. Scoring 38% to a target of 39%, the school was ahead of the state performance of 34%. In measuring student progress, the school performance of 66% with a target of 60% mirrored the state’s performance. Two thousand and nine (2009) was the first year of newly-designed MEPA tests, intended to more closely mirror MCAS testing. Unlike MCAS, the school target is not known in advance.

During 2009-2010, the ELL coordinator worked closely with K-2 through grade three teaching teams incorporating ELPBOs (English Language Proficiency Benchmark Outcomes) with content and core ELA lesson plans to strengthen language development of ELL students and incorporate best practices of teaching.

Additionally, these same teachers participated in two categories of SEI training to refine their strategies for language development. These grade levels also implemented a systematic vocabulary program to increase and enrich background knowledge and vocabulary schema.

**School Culture**

LFDCS has worked from its founding to foster a school culture that is welcoming and inclusive, that sets high standards for staff and student achievement, that expects positive behavior and attitude on the part of all members and that works to support the values and vision of our founding.

The Hall of Flags at our entry in the Upper School is a statement of the diversity of staff and students—newcomers and immigrants from 18 nations as near as the Caribbean and as far as Korea, India and Somalia bringing their language and culture to our school community.

Posters throughout the school mark each classroom’s efforts to meet the high stakes CPI set for ELA and Math. These L-FAST graphs are a source of education and discussion and an impetus to improve.

Staff is encouraged to achieve personally and professionally. During 2009-2010, six teachers moved from initial to professional licensure, and three teachers, whose backgrounds required alternative paths to certification, were able to do this thorough a portfolio review supported by a teacher-mentor and school administration.

Policies for student behavior resulted in 64 suspensions in 2009-2010. At first glance, this appears as high numbers, but one half of these represent 4-year-old students in K-1—newcomers to the expectations and discipline of formal schooling—and a significant decrease at all other grades. In 2010-2011, the school will connect younger children and their families to counseling workshops provided by the Family Continuity Program. Having noted positive results from counseling other families, LFDCS has engaged the Family Continuity Program to pilot a series of workshops including child behavior management, setting the home environment and positive reinforcement.

## *II. Academic Program Success*

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The goal is to integrate these into “Right from the Start,” the K-1 family workshop series to establish expectations for students and their parents.

### **Diverse Learners**

LFDCS is committed to providing an effective academic program to all students including students with special needs and second language learners who constitute the majority of our student enrollment.

To meet the requirements of English proficiency and language acquisition, LFDCS continues to employ a dual-language program with academic-standard Spanish and Sheltered English Immersion. Two hundred forty-six (246) students or 41.8% of the school are identified as ELLs, requiring school-wide efforts in increased vocabulary in context, connecting regular classroom instruction to ELPBOs standards and providing extensive proficiency development in SEI and language acquisition strategies.

Special Education is carried out in an inclusion model with experienced, certified instructors in the classroom, modifying the curriculum to support individual students. Grade level and RTI planning during 2009-2010 brought special education and ELL teachers to a common table with grade-level staff to ensure better integration of all lessons and interventions.

### **Supervision and Evaluation of Teachers**

LFDCS’ plan for evaluation and supervision was re-written to give Heads of School responsibility for teacher classroom observation and input into the formative evaluation and consideration for contact renewal.

The process incorporates a walkthrough evaluation instrument, providing a snapshot of professional work at any time throughout the year. The walkthrough procedure was primarily intended for new teachers—recognizing the importance of ongoing presence and regular professional feedback as new staff acclimates to the culture of the school. In addition, certified veteran teachers are provided with summative student performance data, teacher attendance, lesson planning and the ability to articulate the interpretation of data through the RTI model.

Based on the results of teacher surveys, it appears that there was not sufficient feedback on professional teaching and other responsibilities during the 2009-2010 school year; therefore, the Superintendent’s office has established parameters for a systemic evaluations protocol with timelines and written procedures for timely observation, evaluation and feedback. We anticipate we will monitor this closely in the coming year and provide needed clarity and communication for our faculty.

### **Professional Development**

LFDCS employed a three-pronged approach to professional development during 2009-2010, focusing on connecting the goals of multiple trainings to school-wide needs:

#### **I. Trainings Provided by School Administration**

- data regarding student assessment
- school goals and expectations for 2009-2010
- accountability measures—comparing and understanding the 2005-2010 charter to 2010-2015 goals
- RTI is utilized at LFDCS as staff training in data and shared input into selecting appropriate, effective interventions for Tier III students
- experienced educators; selected and trained as mentors in 2007-2008; mentoring their second year; often 2 teachers

#### **II. Workshops from External Providers**

- New Teacher/Induction Workshop Series, TEACHERS<sup>21</sup> - establishing common understanding of the challenges and strategies facing teachers during the first three years

#### **III. Embedded Professional Development**

- HILL (The Hanson Initiative for Language & Literacy) —embedded classroom observations and coaching complemented grade-level workshops on language acquisition and how to implement deeper use of rich vocabulary in context (grades K-3)
- Sheltered English Immersion, TEACHERS<sup>21</sup> —extensive trainings in Category II & IV strengthened understanding of SEI implementations, particularly K through grade four

### III. Organizational Viability

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#### A. ACCOUNTABILITY PLAN, OBJECTIVES AND MEASURES

*Lawrence Family Development Charter School has built a competent, effective, professional organization providing leadership, personnel and resources in a reasonably-sized structure which oversees a well-run, independent public charter school. LFDCS, through its Board of Trustees, Superintendent and Administrative Team, demonstrates fiduciary responsibilities through financial solvency; a clear understanding of policies and procedures necessary for consistent, appropriate decision making and public accountability through public meetings, transparent reports and thoughtful response to external reviews.*

The following Organizational Viability Goals (2007-2008 revised) describe progress during the current charter:

##### **Goal 5**

**LFDCS will ensure that each child has the full opportunity to learn by fostering regular and consistent attendance by all students and enforcing policies to support this goal.**

**5A. Each year LFDCS will maintain an average daily attendance of 95%.**

During each year of this charter, total student attendance at LFDCS exceeded the 95% goal with the following results:

2005-2006–95.6%    2006-2007–96.2%    2007-2008–97.2%    2008-2009–97.3%    2009-2010–97.5%

**5B. LFDCS will enforce policies to eliminate unexcused absences so that at least 95% of students will have attendance of 95% or better.**

LFDCS continued to emphasize policies established at the start of this charter with specific expectations for intervention at each marking period.

During 2009-2010, the school added to the Student-Parent Handbook intervals of communication regarding mandatory reporting to parents on student attendance. Attendance for the 1<sup>st</sup> marking period - students with five or more absences receive a letter regarding strict attendance policy requiring summer school. At the end of each succeeding marking period, letters from administration notifies parents of mandatory attendance at summer school.

**Progress toward 95% at 95% is as follows:**

	Daily Attendance	With ___% at 95%	With ___% @ 90%
2005-2006	95.6%	68%	97%
2006-2007	96.2%	75%	95%
2007-2008	97.2%	92.6%	99.2%
2008-2009	97.3%	80%	97.8%
2009-2010	97.5%	89.7%	99.6%

##### **Goal 6**

**Lawrence Family Development Charter School will provide highly-qualified educators at every level committed to a culture of high expectations for self and student achievement.**

##### **Measures:**

**6A. Ninety-seven percent (97%) of classes will be taught by Highly-Qualified Teachers (HQT).**

LFDCS has consistently sought to hire and retain professional staff most qualified to teach, support and assess rigorous curriculum to our students.

Teachers met the federal Highly-Qualified Teachers' requirements two of five years of this charter:

2005-2006 – 100%    2006-2007 – 100%    2007-2008 – 90.1%    2008-2009 – 93%    2009-2010 – 96%

### III. Organizational Viability

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LFDCS did not meet the highly-qualified goal of 97% with 96% or 50 of 52 meeting the HQT requirements. Additionally, LFDCS continues to hire highly-qualified paraprofessionals with 100% having a minimum of 48 credits and 50% holding Bachelor’s degrees. In this way LFDCS is building grade-level teams highly capable of delivering instruction and interventions that lead to student achievement.

Paraprofessionals meeting the federal highly-qualified requirements each year of this charter:

**2005-06 – 100%      2006-07 – 100%      2007-2008 – 100%      2008-2009 – 100%      2009-2010 – 100%**

**6B. Teachers at LFDCS will annually meet or exceed 95% attendance.**

**Outcome:**

	Daily Attendance	With ___% at 95%	With ___% @ 90%
<b>2005-2006</b>	<b>95.4%</b>	<b>66%</b>	<b>98%</b>
<b>2006-2007</b>	<b>95.6%</b>	<b>68%</b>	<b>92%</b>
<b>2007-2008</b>	<b>95.8%</b>	<b>70%</b>	<b>98%</b>
<b>2008-2009</b>	<b>96.2%</b>	<b>82%</b>	<b>94%</b>
<b>2009-2010</b>	<b>97.5%</b>	<b>94.6%</b>	<b>96%</b>

Overall daily teacher attendance at LFDCS has met or exceeded the 95% attendance goal each year of this charter, helping to ensure that students are receiving curriculum from highly-qualified instructors on a daily basis. Additionally LFDCS tracks individual teacher attendance with increasing results annually. This is commended not only with recognition at each quarter but with a 1% salary increase for all meeting attendance and CPI goals. These percentages indicate a highly-committed staff at all levels striving to support student achievement.

**6C. Ninety percent (90%) of staff at LFDCS will respond favorably to an annual survey measuring staff satisfaction with curriculum, communication, safety and opportunities for professional development.**

**Outcome:**

Teacher responses to the annual survey did not meet the 90% goal. Teachers responded favorably with a rate of 64% overall to opportunities and quality of professional development, adequate resources for teaching and support for technology. Also seen as positives were the effectiveness of the RTI model and its implementation and the safety of our school environment.

Teacher displeasure with four areas of administrative oversight included: timely communication, feedback on weekly lesson plans and adequate and appropriate support for classroom management. Most disappointing and expressed by many, despite the many upbeat commendations to staff, was a lower level of satisfaction as a valued member of the staff.

Administration has carefully read the survey instrument with a clear intent to address these areas of concern, setting internal goals for improvement in each category.

Teacher recommendations for improvements for the coming year include: addition of a guidance counselor, additional staff bathrooms, start mentoring at orientation and more workshops on behavior management.

**6D. One hundred percent (100%) of staff will set annual professional development goals which align with school goals (revised 2007-2008).**

LFDCS supports professional development of its staff through school-sponsored trainings and workshops and by investing in professional coursework to obtain and advance status. During 2009-2010, 100% of teaching staff met with the Principal to write or update professional goals and ensure alignment with school goals.

In addition to professional development workshops directly sponsored at LFDCS (see page 18) and tuition reimbursement for coursework, LFDCS monitored and supported individual goals for three teachers to attain their initial license through alternative paths and supported five teachers to advance to their professional license. Through the mentor program individual mentors as well as administrative support assisted staff in achieving certification or professional status as educators.

In the coming year, LFDCS will build upon its mentor experience to pilot the Urban Educator Program with Merrimack College (see Dissemination, page 30).

**Goal 7**

**Lawrence Family Development Charter School will demonstrate sound financial management of its resources (measures were standardized in 2007-2008).**

**Measures:**

**7A. LFDCS will demonstrate sound financial management through its policies and practices as evidenced in an annual independent financial audit showing no controlled deficiencies and unqualified opinions.**

LFDCS demonstrates sound financial management through its policies and practices. An experienced comptroller has overseen the daily operations of the fiscal department including budget, banking and payroll. Annually, Walsh & Co., an independent auditor, performs the audit, prepares a presentation for Board review and the public and submits to state regulations. During each year of this charter, there were no controlled deficiencies, and the auditor presented an unqualified opinion.

**7B. LFDCS will demonstrate careful management of resources sufficient to support effective education programs through balanced annual budgets.**

**Approved Budgets - FY'2006-2011**

	<b>FY'2006</b>	<b>FY'2007</b>	<b>FY'2008</b>	<b>FY'2009</b>	<b>FY'2010</b>	<b>FY'2011</b>
<b>REVENUE</b>						
Tuition	\$5,148,000	\$6,123,332	\$6,490,000	\$6,754,270	\$6,960,000	\$7,442,850
Grant Income	\$690,000	\$803,000	\$780,000	\$750,000	\$660,000	\$770,000
Contributions	\$83,000	\$20,000				
Cash from Net Assets	\$235,000	\$250,000	\$240,000			
Food Services					\$300,000	\$300,000
Miscellaneous Income	\$100,000	\$100,000	\$100,000	\$150,000	\$150,000	\$150,000
TOTAL REVENUE	\$6,256,000	\$7,296,332	\$7,610,000	\$7,654,270	\$8,070,000	\$8,662,850
<b>EXPENDITURES</b>						
Salaries	\$3,391,905	\$3,914,633	\$4,230,495	\$4,295,379	\$4,413,280	\$4,628,032
Benefits & Payroll Taxes	\$819,730	\$1,015,190	\$1,013,376	\$989,485	\$1,019,195	\$1,087,474
Contracts and Fees	\$645,700	\$683,167	\$664,000	\$651,714	\$655,000	\$727,143
Office Expenses	\$185,000	\$241,500	\$202,500	\$136,500	\$160,500	\$195,000
Occupancy	\$757,000	\$995,870	\$1,166,000	\$1,146,000	\$1,181,676	\$1,211,676
School Supplies & Equipment	\$150,000	\$156,000	\$120,000	\$120,000	\$100,000	\$125,000
Professional Services	\$270,900	\$247,000	\$166,500	263,949	\$193,500	\$283,500
Food Services					\$300,000	\$300,000
Other	\$31,500	\$39,000	\$46,000	\$46,000	\$46,000	\$47,000
TOTAL EXPENSES	\$6,252,235	\$7,292,360	\$7,608,871	\$7,649,027	\$8,069,151	\$8,604,825
Total Revenue Over Expenditures	\$3,765	\$3,972	\$1,129	\$5,243	\$849	\$58,025

### III. Organizational Viability

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LFDCS has developed a realistic and balanced budget each year of this charter as seen in the chart on the previous page. The planning for the annual budget—a team effort led by the comptroller, superintendent and administrative team—focuses on student achievement and a philosophy of placing resources closest to the student. A three-month planning process, engaging the Board of Trustees to recommend areas of change, results in a final vote which provides the framework for hiring and purchasing for the coming year.

Careful management of all resources has allowed the school to build an exceptional credit history and a reputation for responsible management of debt in order to build reserves necessary for the future.

- 7C. LFDCS will demonstrate sound strategic planning by maintaining adequate reserves to meet financial obligations and emergencies and by holding an amount equal to 5% of the annual budget in reserve.**

#### **From Statement of Revenues & Expenditures**

	<u>Revenue</u>	<u>Expenditures</u>	<u>Remainder of Revenue</u>
2005-2006	6,300,321	6,127,359	172,962
2006-2007	7,381,327	7,149,547	231,780
2007-2008	7,923,226	7,632,461	290,764
2008-2009	8,061,880	7,794,159	267,721
2009-2010	(will be audited during the fall of 2010)		

This identifies total net assets as of June 30<sup>th</sup> of the recent charter and represents the reserves available for emergencies and future lease-home improvements. LFDCS exceeds the financial goals established by the Charter School Office.

2006 - \$1,380,641    2007 - \$1,612,421    2008 - \$1,903,186    2009 - \$2,170,906    2010 - \$2,670,906  
(unaudited)

## **B. COMMON SCHOOL PERFORMANCE CRITERIA**

### **Policy Decisions**

#### **Major policy decisions made by the Board of Trustees during 2009-2010:**

##### ***August 2009***

- ◆ Approved plan for LFDCS to oversee the entire food service program with Shari Dennis-Belding certified to oversee this federal program. This policy ends a fourteen-year collaboration with Lawrence Public Schools providing meals to LFDCS.
- ◆ Approved new Wellness Policy, a requirement to replace the Wellness Policy of Lawrence Public School's impact years.
- ◆ Approved revised cell phone and electronic device policy providing for written parent consent allowing for student usage in emergencies.

##### ***October, 2009***

- ◆ Reviewed policies, timeliness and decisions regarding correspondence of a student originally not accepted for enrollment in K-1. Upon review of all correspondence, decision was reversed and student was enrolled.

##### ***December, 2009***

- ◆ Approved a policy for training and use of Automated External Defibrillators prior to mounting in the school as required by Dr. Gorn, City Physician.

##### ***February, 2010***

- ◆ Reviewed plan presented by the Principal and the Superintendent on intended use of Title One stimulus money (\$157,357) and Special Education Stimulus money (\$100,046). This is additional federal funding to the budget which must be expended on items with long-term use and results. Items included computers, in-focus machines, software licenses and professional development.

##### ***April, 2010***

- ◆ Approved renewal of a five-year management contract which runs concurrent with the charter period to cover fourth charter 2010-2015. Approval is for 5% of tuition paid by LFDCS to LFDEF, Inc. to provide accounting, management and administrative duties for the school.
- ◆ Approved renewal of a rental contract between LFDCS and LFDEF, Inc., a one-year contract reviewed annually which provides all classroom and support spaces at four buildings for use by the charter school; costs of \$7.10 per square foot at the Upper School and \$10.50 per square foot for the Lower School, K-1, and the gymnasium.
- ◆ Approved request presented by Superintendent to allow for one-day out-of-state travel for grade four students to visit Ellis Island, part of a curriculum study on immigration.
- ◆ Approved recommendation by the Superintendent, at the request of the School Site Council, that LFDCS prepare a charter amendment to the Department of Elementary and Secondary Education requesting an increase of enrollment from 600 to 800 students. This request, if approved, would be implemented starting in September 2011, adding 20 students @ K-1 and growing at 20 students annually as this cohort moves forward, completing the expansion by the 2020-2021 school year.

##### ***June, 2010***

- ◆ Approved a plan submitted by the Superintendent to enter into an agreement with Merrimack College's College of Education to collaborate on an Urban Education Partnership. Board approved, a Memorandum of Understanding in which LFDCS will accept five graduate teaching fellows (K-6) and support their Master's degree tuition. Merrimack College will pay a stipend to five veteran LFDCS teachers who will mentor the fellows and guide them in acquiring skills and competence to be effective public educators in high-poverty urban schools.

### *III. Organizational Viability*

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#### **Amendments to the Charter**

The Board of Trustees approved a major amendment to increase the maximum enrollment from 600 to 800 students at the April, 2010 board meeting. This amendment document was prepared and submitted to the Charter School Office and Commissioner during July, 2010. Action on this is anticipated in the fall of 2010.

#### **Complaints**

No official complaints were received from parents during the 2009-2010 school year.

#### **Oversight**

The Executive Board of the Board of Trustees assessed the performance of the Superintendent. The Superintendent submitted a written self evaluation covering extensive categories of leadership, communication, community outreach, financial and resource oversight as well as a written statement on the status of each goal set for the Superintendent.

The Board assesses the performance of the school through an annual review of the Accountability Goals detailed in this annual report and through discussion of progress and factors impacting progress presented by the administrative staff, the Superintendent, the independent auditor and when appropriate, external reviewers or consultants. Every board meeting includes a presentation on a component of the school's operation providing the board with a full picture of the school's performance.

#### **Board Planning**

The Board of Trustees engaged in multi-year planning (2008-2009/2009-2010) related to the preparation of the re-chartering document submitted in 2009. Meetings and Saturday workshops provided opportunity to discuss progress toward the Accountability Goals of the current charter and what was needed to continue moving the school forward in all measured areas: Faithfulness to Charter, Academic Success and Organizational Viability.

A half-day review in preparation for the renewal inspection will be followed annually in October to set board goals for each year of the 2010-2015 charter.

#### **Family Satisfaction**

LFDCS assesses family satisfaction as one of its Accountability Goals (See 8B, page 4). This annual survey assesses satisfaction with the academic program, communication, support programs, teacher-parent conferences and opportunities for training. Eighty-three percent (83%) of all families responded to this survey with satisfaction ranging from 93% to 100%. Particularly noteworthy was an outstanding 100% approval rate of parent-teacher conferences.

Parent recommendations for future improvements include: additional after-school activities for grades seven and eight; more art, music, and physical education classes; additional opportunities for tutoring in Math and Spanish; a quarterly newsletter with strategies for helping at home; workshops on bullying; more parking; exercise classes for parents; and dealing with negative behaviors.

#### **Financial Oversight**

LFDCS developed the budget for FY'11 during a three-month review by the administrative team, the comptroller and the board. The budget is broken into major areas of spending (see page 27) with attention to all staffing needs and academic programs. Once this criteria is established, a draft comparison of the current year versus expected costs is established using both past experience and anticipated cost increases.

This process is clearly described at board meetings with sufficient information and time devoted so every board member is well informed of the need of each line item and all projected revenue. A final vote to approve is taken in April or May.

**BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>- Number of terms served; - Length of each term, including date of election and expiration</b>
John Housianitis	President	LFDEF representative	Social Studies Teacher, Central Catholic High School; 19 years – District School Committee	5 <sup>th</sup> term 10/1995-8/2010
Howard Sticklor	Vice President	LFDEF representative	Director, Lawrence Youth Development Organization (After-school Enrichment/HERC)	1 <sup>st</sup> term 2/2007-8/2010
Wendy Estrella, Esq.	Clerk	Parent representative	Attorney, Estrella Law Office	2 <sup>nd</sup> term 6/2005-8/2011
Francisco Gómez	Treasurer	Parent representative	Technical Support Info. Global Solutions	3 <sup>rd</sup> term 10/2002-8/2011
Analuz Garcia	Member	Parent representative	Enrollment Counselor, Northern Essex Community College	1 <sup>st</sup> term 4/2010-8/2013
Zoila Gómez	Member	Parent representative	Attorney, Law Offices of Zoila Gómez	1 <sup>st</sup> term 12/2008-8/2011
Anne Hemmer	Member	LFDEF representative	Vice President, Danversbank	1 <sup>st</sup> term 2/2010-8/2013
Ana Matos	School Site Council Co-Chair	Parent representative	Home Visitor, Greater Lawrence Community Action Council	10/2009-8/2010 elected annually
Ana Medina	Member	LFDEF representative	Discipline Assistant, Greater Lawrence Vocational Technical High School	1 <sup>st</sup> term 4/2007-8/2010
John Mejia	Member	LFDEF representative	Telecommunications Department Head, Greater Lawrence Vocational Technical High School	1 <sup>st</sup> term 2/2009-8/2012
Juliet Nagle	Member	LFDEF representative	Retired Educator, Reading Tutor, LFDCS	1 <sup>st</sup> term 10/2007-8/2010
Ingrid Polanco	Member	Parent representative	Property Assistant Manager, Hadley West Apartments and Judson House Apartments, Haverhill, MA	1 <sup>st</sup> term 10/2007-8/2010
Nitza Tirado	Member	Parent representative	Office Manager, Bi-lingual, G Associates	1 <sup>st</sup> term 10/2007-8/2010
Henry Vargas	Member	Parent representative	Paraprofessional St. Anne's School, Methuen, MA	1 <sup>st</sup> term 10/2009-8/2012

## Financial Information

### STATEMENT OF REVENUES AND EXPENDITURES

#### Revenue

Tuition	\$7,487,323
Grant Income	943,631
Contributions	3,453
Food Services	300,000
Miscellaneous Income	<u>222,738</u>
<b>Total Revenue</b>	<b>\$8,957,145</b>

#### Expenditures

Salaries	\$4,490,000
Benefits & Payroll Taxes	892,000
Contracts & Fees	649,945
Office Expenses	167,990
Occupancy	1,116,801
School Supplies & Equipment	345,434
Professional Services	281,444
Food Services	300,000
Other	<u>41,053</u>
<b>Total Expenditures</b>	<b>\$8,284,667</b>

**Total Revenue Over Expenditures**    **\$672,478**

#### **Private Funds Received**

LFDCS received \$143,418 in private funds during the 2009-2010 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2010 Yearbook and student scholarships.

### BALANCE SHEET

#### Assets

Cash	\$3,351,870
Accounts Receivable	259,945
Equipment-Net	<u>382,575</u>
<b>Total Assets</b>	<b>\$3,994,390</b>

#### Liabilities

Accounts Payable	\$329,013
Accrued Expenses Payable	816,817
Deferred Revenue	<u>5,175</u>
<b>Total Liabilities</b>	<b>\$1,151,005</b>

**Total Net Assets**    **\$2,843,385**

**Total Liabilities  
And Net Assets**    **\$3,994,390**

#### **Education Grants Received**

Title 1 & Title 1 Support	\$434,517
Reading First	25,000
Title II-A	59,492
SPED 94-142	128,303
Title III - ESL	44,277
Spec & Support/High Need	20,000
ARRA Title 1 Stimulus	142,019
ARRA IDEA Stimulus	<u>90,023</u>

**Total Public Funds Received**    **\$943,631**



# Capital Plan

## FY'11 Capital Plan

The following includes the anticipated capital plans for the upcoming 2010-2015 fourth charter. Capital plans for 2015-2020 have not been determined.

### School Expansion Project

LFDCS anticipates renovation of a building currently in use and limited new construction as the most cost effective options to expand the current enrollment of 600 to 800 students. LFDCS has submitted an amendment to the Charter School Office requesting this change to enrollment as a controlled growth plan. If approved, twenty students would be added annually at K-1, moving this cohort forward. The plans below, addressing changes at two building sites, would accomplish this student integration. LFDCS currently utilizes four properties at the intersection of Haverhill and West Streets in Lawrence.

#### **404 HAVERHILL STREET (K-1 AND FAMILY CENTER BUILDING)**

##### **1. Description of Project**

- Renovate office space in current K-1 building to add one classroom - Summer, 2011
- Renovate current Family Center for 8 classrooms. These will then house grades 4 and 5, freeing up classroom space at both 34 West Street (grades 1-4) and 400 Haverhill Street (grades 5-8) - 2012 -2013
- Add a cafeteria to this building to feed grades 4 & 5 – 2012-2013

##### **2. Current Status of Project**

- a. amendment submitted to Charter School Office – July, 2010
- b. met with architectural firm for preliminary estimates and plans for retrofitting building – March, 2010
- c. architectural firm prepared bid information to gather costs for detailed infrastructure plan including mechanical, sprinklers, heat, air conditioning and electricity (cost of plan - \$20,000)

##### **3. Estimated Schedule for Completion of Project**

Phase I (K-1 classroom) – August, 2011

Phase II (renovation of space for 8 classrooms and cafeteria) – August, 2013

##### **4. Current Estimated Cost of Project - \$600,000 estimate based on current costs, square footage**

##### **5. LFDCS plans to finance this project by allocating funds from the capital reserves (\$2.7 million)**

##### **6. Capital Reserve Account – LFDCS has not established a Capital Reserve Account for this project because we are awaiting approval of the amendment. Once approved, the LFDCS Board of Trustees will vote to establish a special “Capital Reserve Account” from the current account of reserve funds.**

#### **34 WEST STREET, REAR (K-2 BUILDING)**

##### **1. Description of Project**

- Add one classroom to the Kindergarten Center, a separate wing of the Lower School to house one newer Kindergarten classroom- Spring/Summer, 2012

##### **2. Current Status of Project - Discussion currently underway with architect and area builders on best way to integrate this space to current building. Because the Kindergarten Center is fully ready with electrical, plumbing, air conditioning and technology, costs will be minimized.**

##### **3. Estimated Schedule for Completion of Project – August, 2012**

##### **4. Current Estimated Cost of Project - \$80,000**

##### **5. LFDCS plans to finance this construction project with 1/2 allocations from a reserve account and 1/2 applications for foundation support.**

##### **6. Capital Reserve Account – None established. Need to finalize costs and funding plan.**

#### **TELECOMMUNICATIONS INSTALLATION**

1. School is committed to upgrading all technology for web-based programs.
2. Plans submitted and approved for use of 2010 Stimulus Fund--second round application will be written during 2010-2011.
3. Estimated schedule for completion – Phase I: June, 2010; Phase II: June, 2011
4. Current estimated cost of project - Phase I: \$115,000; Phase II: \$80,000-\$100,000
5. LFDCS will finance this project with federal stimulus dollars.
6. No reserve account has been established.

## Friends and Funders

Abel, Rogers & Sullivan	El-Hefni Technical Training Foundation	Lawrence Family Development & Education Fund, Inc.	Kretcha Roldan
John & Elizabeth Allen	Enterprise Bank	Alan LeBovidge	Daniel & Mary Ann Rorke
Katherine Allen	Benny Espaillat	R. John & Lillian Levesque	Sonia Rosario
Amelia Peabody Foundation	Essex County Community Foundation	Charles LoPiano	Rosman Family Fund
Arbella Charitable Foundation	Jose Estrella	Susan & Herbert Lynch	Laurence Rossi
Jim Archambeault	Estrella Law Offices	Susan Lyons	Rumbo Newspaper
Ash Charitable Corp., Inc.	Frank & Linda Falvey	Mainstream Global, Inc.	Dr. Thomas Ryan
Gino Baroni	Joseph & Rose Faro	Kathy Mason	George Salas
Chris Bartlett	John & Theresa Fenton	Mano's Pizzeria	Judy & Joe Samuelman
John Bartlett	Steve Filosa	Jeff Marques	Scott San Jurjo
Daniel Batista	Paul Fiorentini	Mass. Institute of Technology	The Savings Bank
Jerri Bayer	Catherine Foley	Kate McCabe	Linda Schiavone
James Beauchesne	Genevieve Foley	Mary McCabe, Esq.	Tony & Carmen Schumann
Tracey Beaudoin	Michael & Beth Foley	Catherine McCarthy	Sentry Glass Company
Berkeley Shoes	Vincent & Jeanne Foley	Memorial Trust Fund	Shaheen Bros. Inc.
Brardon & Lynne Blech	Marie Forbes Photography	William McSweeney	Fred Shaheen
Boston Celtics	Joanne Fournier	Ana Medina	Michael Shaheen
Boston Private Bank & Trust Co.	Patricia Gaj Family	Gladys Mencia	John Shaw III
Brian's Hardware	Larry & Eileen Giordano	Mendez Flowerloons	Jane Shawcross
Brian's Hardware	Armand & Mary Girouard	Merrimack College	Sidell Family
Janis Brodeur	Law Offices of Zoila Gomez	Miguel's Car Detailing	Dario & Julia Silverio
Mary Kate Bronder	Michael Griffin	Paul Miller	Sovereign Bank
Susan & Raymond Burgett	George & Marie Habib	Cynthia Mohr	Gregory Spurr
Cathy Burke	Haffner's Car Wash	Gina Moody	The Stevens Foundation
Butcher Boy	Victor & Grace Hatem	Alana Morel	Howard & Marilyn Sticklor
C & D Auto Glass & Repair	Anne Hemmer	Michael & Mary Joan Morris	Kelly Sullivan, Esq.
Thomas & Eleanor Caffrey	Highland Street Connection	Michael Morris, Jr.	Kevin Sullivan
Dolores Calaf	Debra Hilbert	Morris, Rossi & Hayes	Richard & Lolli Sumberg
Donna & Peter Carbone	Mr. & Mrs. Costas Housianitis	Gerald & Caroline Mulligan	Superior Cleaners & Tailors, Inc.
Kristin Karl Carnahan	David Howard	Museum of Science	Mike Sweeney
Ralph & Ana Carrero	William & Victoria Iannazzi	Frederick & Juliet Nagle	Jennifer Sylvester
Vincent & Regina Carusi	INDRA Salon	Robert & Karol Needham	Sharon Tankel
Castillo Law Offices	Iris Inirio	Northern Essex Community College	Shaun Tankel
Ross Caswell	Jackson Lumber & Millwork Co.	Notre Dame High School	TD Banknorth
Central Catholic High School	Javier Art	Alberto Nunez	Tenares Tire Shop
Clipper Ship Foundation	William & Barbara Jensen	M. O'Mahoney Company	Jane Thiefels
John & Ann Collins	Joseph's Trattoria	One-on-One Fitness	Representative David Torrisi
Collins Charitable Trust	Russell & Patricia Karl	P.T. Trading Corp.	Trend Micro Incorporated
Courtney Conlon	Stephen & Michaela Karl	Cindy Parnagian, The Party Connection	Trident Project Advantage Group
Conlon Products, Inc.	Mary Claire Kennedy	Julio Pentiro	Trombly School Bus Company
Lawrence & Nancy Coolidge	Richard & Dorothy Kennicker	Beatrice Perez	Senator Susan Tucker
Maria Cora	Robert Kfoury, Esq.	Phillips Academy, Andover	Jose Vescuela
Hugo Cortes	Frank & Mary Kivell	Ray & Tien Thuy Ung Pillidge	Nick Vogel
Costa Eagle Broadcasting	Patricia Knox	The Pringle Foundation	Kurtis Volk
Robert & Justine Croteau	Christine Kuzmitski	Pronto Pizza	Diane Walker
D'Todo Party Center	Benjamin & Jane Lacy	Richard Purinton	Michael Walsh, CPA
Danversbank	Lafond Insurance Agency	Quintana Supply Company	Dean Webster
Degnan Insurance Agency	Fr. Joachim Lally, C.S.P.	R. M. Technologies	Kingman & Dee Webster (Webster Family Fund)
Dalia Diaz & Alberto Suris	Lawrence Downtown Parking Associates	Elie Rahme	The White Fund, Inc.
John & Carol Dickison	Lawrence Family Dev. Charter School Site Council	Todd Rassiger	Atty. Stephen James Wright
Doherty Insurance Agency, Inc.		RiverBank	Pamela Yameen
Kathleen Dolan		Peter & Martha Rodriguez	Juan Yopez
Domelly's, Inc.		Rogers' Spring Hill Farm	Luis Yopez
John & Mary Driscoll			Marizela Ziegler
Gilda Duran			
Mary & Dennis Dyer			
Helen Eccles			
Michael & Maureen Ecker			

## Dissemination

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### Part 1

Recognizing the responsibility of charter schools to foster and disseminate best practices, LFDCS presented a plan to create an internship program in urban teacher preparation as part of our “Plans for the Next Five Years.” As a charter school, we have disseminated best practices in parent involvement, second language acquisition and implementation of the RTI model at state and national conferences as well as written papers and local presentations. The plan to create an urban teacher readiness program at LFDCS is our commitment not only to improving teacher preparations for the challenges of urban education but also to make a commitment to dissemination on a more public scale and to individuals. These graduate fellows will spend a year of “best practices immersion” with a highly-qualified veteran mentor at LFDCS. The following is an excerpt from our concept paper and resulting Memorandum of Understanding with Merrimack College:

*As part of its intent to disseminate best practices, LFDCS specifically seeks a role in preparation and certification of teachers to attain skills and experience in urban education, acquiring competencies in strategies designed for ELL’s (English Language Learners) compatible with requirements of MA DESE SEI Category Training as well as teaching strategies and practices that foster high expectations and high academic achievement for students whose family income and limited English readiness could identify them as at risk from achieving academic proficiency.*

LFDCS will work in partnership with administration and faculty of the College of Education to design and implement appropriate classroom experiences for selected graduate students seeking Massachusetts certification in Elementary Education (K-6). Graduate fellows will be assigned to observe, co-teach and teach in classrooms taught by certified, highly-qualified veteran educators at LFDCS who are further qualified by mentor training and experience, have a positive attitude toward urban education, the families we serve and the teaching profession and have data evidence of student achievement.

LFDCS has signed a Memorandum of Understanding with Merrimack College and will pilot this program in the 2010-2011 school year with five graduate fellows and five LFDCS teachers. The results of partnership, portfolios and practices will be documented throughout the year and will be shared at a public forum at Merrimack College annually. LFDCS will seek to disseminate this partnership at state and federal conferences and in articles prepared for professional publications.

LFDCS has identified the following specific strategies for student growth and proficiency, specific indicators necessary for success in an urban school. These practices will be at the core of internal and external dissemination.

1. **Intentional parent involvement**, understanding cultural and common factors and incorporating a broad range of education and family development.
2. **Attention to language acquisition**, incorporating an academic dual-language program with training and strategies of Sheltered English Immersion and extensive attention to vocabulary development.
3. **Teacher training, professional development** through annual orientation, induction, focused curriculum knowledge and embedded professional development with in-class observation and follow up.
4. **Understanding and incorporating data**, its use in lesson plans and individual student interactions, implementing RTI (Response to Intervention), carefully crafting proven strategies delivered by teacher and paraprofessional staff and specialists to ensure continuity and quality.
5. **Setting goals for achievement by students and staff** and supporting attainment by policies and resources.
6. **Early education as readiness for academic success**, a required two-year structured program with academic and language focus.
7. **Special education**, understanding the delivery system of special education plans.

### Part II

Recognizing a responsibility to disseminate and share best practices with the local district, talks have already begun to share the success of our RTI model with teachers in the Lawrence Public Schools. Our school will offer opportunities for teachers from selected schools to visit LFDCS, observe RTI progress-monitoring sessions and see follow-up class sessions in which multiple interventions are implemented by teaching and paraprofessional staff. During the 2010-11 school year, LFDCS staff will begin to create an RTI “How to” manual, a guide for teachers and administrators for implementation of our RTI model.

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*Cover photo – LFDCS Receives its Fourth Charter: May 6 , 2010  
courtesy of Peter Kamberelis*

*Inside photo – Eighth Grade Graduation: June 22, 2010  
courtesy of Peter Kamberelis*



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