

# *Lawrence Family Development Charter School*



**ANNUAL REPORT**  
2011-2012

## *Class of 2012*



**Good Evening, Buenas tardes to all of our dear LFDCS family members, esteemed administration and teachers, Board of Trustees and honored guests and of course, fellow classmates and graduates of 2012,**

Indeed, what a good, good evening this is - a special moment in time - a night to celebrate academic achievement and leadership skills honed and finely crafted here at LFDCS. Skills and knowledge that will light up the great high schools of the Merrimack Valley and illuminate others still that lie far beyond our local cities and towns.

The erudite scholar and novelist Ralph Ellison once said, “A human being does not attain full height until educated.” And so we stand tall fellow scholars, shoulders back, heads held high, confident in the knowledge we have acquired, the lessons we have learned in our rigorous course of studies, and the abilities we have to be positive leaders in the next phase of our scholarly pursuits. May we rise up and continue to serve others, serve our community and bring out the best in the people who grace our everyday lives.

Thanks to LFDCS we know the way; and now in our future high schools we can go the way, and show the way, as we translate our dreams into reality. Technological innovator Bill Gates said, “As we go ahead into the future, leaders will be those who empower others.” May we use the academic gifts of our LFDCS education to strengthen and empower those who, perhaps more especially, feel powerless and are in need of encouragement.

Wendell Lewis Wilkie said that “Education is the mother of leadership.” With our LFDCS education and diplomas we are born into a new tomorrow, a new dawn, a new day—a day that is calling us and beckoning us. The future is fast approaching, and it is time for us to move forward. We’re on the precipice and ready to serve the world around us with the leadership and academic skills we’ve acquired at LFDCS. Thank You! Gracias Por Todo! God bless you all, and remember nothing is impossible. Que Dios me les bendiga todos, y recuerden nada es imposible.

**Angelica Espinal, LFDCS Class of 2012  
entering Bradford Christian Academy**

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

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The 2011-2012 school year, our seventeenth year operating as a Commonwealth Public Charter School, welcomed the first group of twenty additional K-1 students heralding the start of the ten-year enrollment expansion to 800.

Orientation Week in August welcomed new teachers and continued attention to embedded professional development with Math educator, James Callahan, helping staff understand Common Core standards. This initiative was carried into the school year with nine teachers attending eight Saturday sessions in Math—strengthening the curriculum and advancing teacher and student skills in Math.

LFDCS added the **Andover Bread Loaf Writing Workshop** to our partnerships enabling a cohort of teachers in grades 1-6 to learn writing strategies that gave voice to their own skills and their students using poetry and writing prompts. This exceptional professional resource will continue in 2012-13 with the pilot cohort developing new writing projects and the remainder of staff participating in the a second year of the Writing program under Lou Bernieri.

The Board of Trustees and the Facilities Subcommittee revised the initial plans to build at the Lower School campus. After reviewing excessive budget projections, they approved a lease to rent a former mill building and approved a budget of \$247,000 for leasehold improvements to open **The Academy for Early Academic Preparation** (K-1, K-2 and grade 1) in August, 2012. Opening this site for early education will relieve space at the Lower School and allow the expansion to continue through 2017 without additional facility costs.

Upcoming strategic board planning (Fall, 2012) will involve conversion of K-1 classrooms into our non-profit (LFDEF, Inc.) program for very early childhood classes (3-5 year olds).

Federal stimulus dollars from the past two years enabled us to introduce extensive new technology with Eno boards (interactive white boards) and new web-based programs. A new Technology Coordinator oversaw implementation and coordination of the infrastructure—strengthening the capacity for our clients (staff and students) who utilize the system. New iPads for Special Education students are making learning three dimensional—blending teaching and technology to make learning exciting. Recommendations for new policies and procedures for accessing electronic readers will be completed by the Fall of 2012. Use will be piloted by students in grades 2, 3 and 4 in the coming year. The technology program will also focus on identifying educational applications to enhance, assist and inspire student learning and confidence. We envision one day on-line virtual learning accessible to every student and parent.

LFDCS partnered with **Teach for America**, adding two certified English Language Learner teachers and a Science educator. As a result of increased academic support and in-class implementation of current ELL strategies, improvement in language proficiency was noted at all levels. Internal assessments indicate the potential for strong English Language Arts gains in both MEPA and MCAS.

Our twelfth graduating class had 84% accepted to one or more admissions-based secondary schools and 54% received scholarships and financial aid totaling \$1,138,000 over four years. This necessary financial support includes \$23,000 raised by parents and students for the Class of 2012.

On behalf of the Board of Trustees we extend our deep appreciation to our outstanding staff for your commitment and high expectations for our students and to our parents for your willingness to partner with our school to improve education for your children. Special thanks to our donors, partners and friends—new and old—for making it possible for our students to always **“Reach for the Stars.”**

  
Board 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). In 2010-2011, the charter was approved for an additional 200 students (20 students per year for the next 10 years) raising the enrollment cap to 800 students (K-8). LFDCS is particularly cognizant of its mission to reach underserved children of immigrant and newcomer families, and its demographics of 98.9% Hispanic and 92.1% low income shows faithfulness to its mission. LFDCS consistently enrolls more than 95% of its cap. The current enrollment (June, 2012) is **608 with a waiting list of 1,127**. While the primary district served is Lawrence, LFDCS continues to educate its students who move to neighboring communities—currently these include: Methuen (30), Haverhill (7) and other towns (3).

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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.** Whenever possible we structure classrooms with student/teacher ratios to 20 students in K-2 through grade 6 and 17 students in K-1 and Grades 7-8. We provide weekly time for grade-level curriculum planning, resources and opportunities for professional development through graduate courses, workshops and seven 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 2011-2012:

- **Parents** continued to take advantage of Title I vouchers for ESL and computer classes at the Maria del Pilar Quintana Family Center—over 400 adult learners, including 110 parents, improved literacy skills in the past year.
- **Parent satisfaction** with LFDCS was measured by our annual parent survey—a record **97% of families** completed and returned the survey.
- LFDCS invested in **parent education** through the Family Continuity Program. Workshops focused on medications for children, effective behavior management and questions they should ask regarding Special Education.
- **Parent participation** was strong at both the School Site Council meetings (evenings) and morning coffees capturing availability of parents at both ends of the day. Attendance is a direct result of the **“Right from the Start”** program. Additionally more than 60% of parents attended end-of-year student presentations such as portfolio presentations, book reports and the “Poetry Slam.” Parents received rubrics criteria to evaluate their child’s work.
- **Professional development** for staff included Math Strategies (improving teaching strategies and test taking skills in Math) and the Andover Bread Loaf Writing Workshop (improving writing skills of teachers as central to improving student writing skills).
- **Science partnerships** expanded in many directions—the STEM curriculum at NECC Haverhill campus for grades 5 & 6, Mechanical and Civil Engineering for grade 7 with UMass Lowell as well as a bridge-building competition. Grade 7 students saw Science and Engineering in the workplace at Converse while volunteers from Groundworks Lawrence and twenty-two doctors from Lawrence General Hospital’s In Residence Program helped build gardens for vegetables and teach nutrition. Our 5-year Science partnership with MIT continues to educate and motivate our 8<sup>th</sup> grade students.
- The **“Saturday Academy”** opened for sixteen weeks (January-April) providing specialized small group instruction for Tier III students—resulting in huge gains for students in grades 3-7.

## *Demographics and Student Data*

<b>INSTRUCTIONAL TIME:</b>	
Total number of instructional days established in the school's charter or subsequent amendments	180
Total number of instructional days for the 2011-12 school year	180
First and last day of the 2011-12 school year:	September 6, 2011 June 15, 2012
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
<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2010-11 school year but did not re-enroll for the 2011-12 school year (excluding graduates):	13
Total number of students enrolled as of October 1, 2011:	613
Total number of students who enrolled during the 2011-12 school year after October 1, 2011:	3
Total number of students who left during the 2011-12 school year, after October 1, 2011:	8
Total number of students enrolled as of the June 30, 2012 SIMS submission:	608
Number of students who graduated at the end of the 2011-12 school year:	54
Number of students on the waitlist as of June 30, 2012	<b>1,127</b>

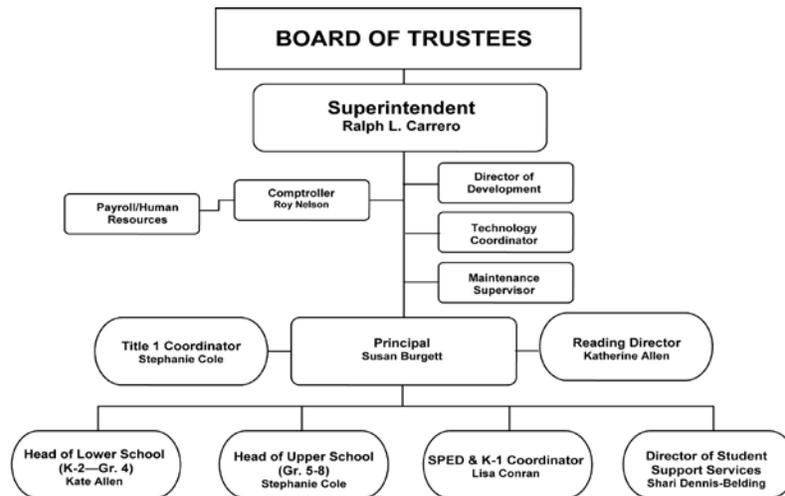
<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2012 SIMS submission)</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	5	0.8%
Asian	0	0%
Hispanic	601	<b>98.9%</b>
Native American	0	0%
White	2	0.3%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	0	0%
Special Education	32	5.3%
Limited English Proficient	153	25.2%
Low Income	560	<b>92.1%</b>

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

<b>Reason for Departure</b>	<b>Number of Students</b>
Transferred to private school	3
Moved to another state	2
Moved to another country	2
Moved to another Massachusetts community	3
Transferred to Lawrence public school	11

## *Administrative Roster and Responsibilities*

<b>ADMINISTRATIVE ROSTER FOR THE 2011-12 SCHOOL YEAR</b>			
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	5/11	
Maintenance Supervisor	Building maintenance and custodial services	3/09	
Title 1 Coordinator	Oversight of records, test data, NCLB compliance, schoolwide 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	
Head of School, ELL	Oversight of ELL program for ELL students and Spanish Language curriculum	8/11	9/11
Special Education/K-1 Coordinator	Responsible for oversight of Special Education program: staffing, IEPs, 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	



<b>TEACHERS AND STAFF ATTRITION FOR THE 2011-12 SCHOOL YEAR</b>			
	Number as of the last day of the 2011-12 school year	Departures during the 2011-12 school year	Departures at the end of the school year
Teachers	54	0	5 resigned, 3 non-renewals
Other Staff	43	2 resigned	3 resigned, 3 non-renewals

**I. Recruitment Plan**

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

General Recruitment Activities List recruitment activities undertaken each year which apply to all students.
<i>LFDCS reaches out to every section of the City of Lawrence through advertisements in English and Spanish newspapers and posts all requirements and the application on its website in both Spanish and English. LFDCS distributes posters throughout the school, at the Maria del Pilar Quintana Family Center, with all stakeholders, throughout the business community and at the local district parent information center.</i>

**B. List the goals and strategies the school will implement during the upcoming school year to attract and enroll specific groups of students in order to promote a student population that reflects the demographics of the school’s sending district(s). Create goals and strategies for each of the following categories:**

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation	Proposed Strategy Changes For SY’2012-2013
<b>Demographic Group:</b>  A. Special education students	<b>GOAL:</b> To offer quality public education to students who have demonstrated learning and developmental challenges.  <b>STRATEGY:</b> LFDCS will distribute flyers and/or posters to Head Start sites, local pediatrician offices, family counseling agencies and health centers and the local district’s early childhood centers.	<ul style="list-style-type: none"> <li>• LFDCS developed bilingual posters (English and Spanish) and strategically posted them at all sites included in the 2011-12 plans. These are places that are frequented by families who may have special needs. They were posted prior to January 15, 2012 by LFDCS staff who are bilingual and are residents of Lawrence.</li> <li>• A notice was placed on the LFDCS website on January 2, 2012 informing residents that applications were available both online and at 34 West Street (Lower School reception desk).</li> </ul>	<ul style="list-style-type: none"> <li>• Increase information and access by making posters/ applications available at Special Education Parent Meetings.</li> <li>• Announce availability of seats and applications at November 2012 School Site Council meeting; distribute packets at January 2013 School Site Council meeting.</li> </ul>

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation	Proposed Strategy Changes For SY'2012-2013
<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<p><i>LFDCS recognizes that its founding mission has attracted significant numbers of limited English students and consistently exceeds the local district.</i></p> <p><b>GOAL:</b> Continue to attract families whose children are limited English by ensuring that all communication is in two languages: English and Spanish.</p> <p><b>STRATEGY:</b></p> <ol style="list-style-type: none"> <li>1. Distribute flyers to parents of enrolled students to invite applications from family and friends.</li> <li>2. Place advertisements on Spanish language radio stations.</li> <li>3. Provide information at Latino-specific cultural events.</li> <li>4. Advertise at any agency which generally provides services to new immigrant families.</li> </ol>	<ul style="list-style-type: none"> <li>• All 425 families received notice from the school informing them that enrollment had begun and if families had eligible siblings, to complete and submit application.</li> <li>• LFDCS contracted with WNNW and 1490 Power Radio to advertise the lottery on Spanish language talk shows for six weeks in January and February 2012.</li> <li>• Posters and information were available at Pro-Cultural, Casa Dominicana and the Maria del Pilar Quintana Family Center.</li> </ul>	<p>LFDCS will identify other significant language groups and their possible related nonprofit or community groups, including: Haitian Center, Seton Asian Center and International Institute and will place posters there.</p>
<p><b>Demographic Group:</b></p> <p>C. Students eligible for free lunch</p>	<p><i>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic.</i></p> <p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence (Lawrence: 79%; LFDCS: 92.1%).</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>	<p>LFDCS posted bilingual flyers at Food for the World and Lazarus House and small neighborhood bodegas in North Lawrence.</p>	<p>Expand current strategy to religious organizations that serve the poor including: Cor Unum and St. Vincent de Paul, Bread &amp; Roses and other used furniture/clothing stores.</p>

Recruitment Plan – Report on Implementation			
Group	Strategy	Evidence of Implementation	Proposed Strategy Changes for SY'2012-2013
<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<p><i>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic.</i></p> <p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence (Lawrence: 79%; LFDCS: 92.1%).</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>	<p>LFDCS posted bilingual flyers at Food for the World and Lazarus House and small neighborhood bodegas in North Lawrence.</p>	<p>LFDCS will expand outreach to representatives of DCF (Dept. for Children and Families) to share with staff and at YWCA's Fina House during the fall of 2012.</p>
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p><i>LFDCS recognizes the need to offer quality public independent education to students who are identified as subproficient. The impact of pervasive poverty that exists in Lawrence is manifested in the enrollment of children of poverty (Lawrence: 79%; LFDCS: 92.1%), the most accurate indicator of academic deficiencies.</i></p> <p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence ((Lawrence: 79%; LFDCS: 92.1%).</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>	<p>LFDCS posted bilingual flyers as noted above at agencies and organizations that serve the poorest children in Lawrence, a demographic most often connected to sub-proficient academic status.</p>	<p>LFDCS will expand outreach to all agencies noted in Categories C &amp; D and will invite representatives of all members of the interfaith Council of Churches to an information breakfast in January, 2013.</p>

**Recruitment Plan – Report on Implementation**

<b>Group</b>	<b>Strategy</b>	<b>Evidence of Implementation</b>	<b>Proposed Strategy Changes for SY'2012-2013</b>
<p><b>Demographic Group:</b> F. Students at risk of dropping out of school</p>	<p><b>GOAL:</b> LFDCS will seek to enroll children who may be at risk of dropping out of school by outreaching teen parents and parents who themselves dropped out of school. <b>STRATEGY:</b> LFDCS will advertise at local high school parenting and teen programs (YWCA) and the local YouthBuild programs and other programs for parenting teens.</p>	<p>LFDCS posted its bilingual flyers at the Greater Lawrence YWCA and at YouthBuild-Lawrence informing young parenting teens who possibly dropped out of school of availability at LFDCS.</p>	<p>LFDCS will identify K-1 parents enrolled in “Right from the Start” to intentionally engage and monitor their attendance so that “dropping out” will not be cycled through the next generation.</p>
<p><b>Demographic Group:</b> G. Students who have dropped out of school</p>	<p>Not Applicable.  LFDCS does not enroll age-eligible students to drop out of school.</p>	<p>Not Applicable.</p>	<p>Not Applicable.</p>
<p><b>Demographic Group:</b> H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>LFDCS recognizes the evolving demographics of the City of Lawrence as a Gateway City to immigrants from poor countries throughout the world and will continue to work with agencies that serve these populations for early identification such as the International Institute and area churches.</p>	<p>LFDCS invited pastors of the area churches to visit the school during the enrollment period.</p>	<p>LFDCS will host an information breakfast for area pastors and social service agencies during the enrollment period.</p>

## II. Retention Plan

Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan may include activities that address the needs of all students in the school, but must be designed to impact the target groups identified above.

Overall Student Retention Goal	
Goal for student retention during SY'2011-2012 (percentage): 95%	<u>Actual Student Retention for SY'2011-2012</u> 8 students out of 613 students left during SY'2011-2012: 98.7% retention

Retention Plan Report on Implementation			
Group	Goal/Strategy	Evidence of Implementation	Proposed Strategy Changes if applicable for SY'2012-2013
<b>Demographic Group:</b>  A. All Students	<ul style="list-style-type: none"> <li>• annual student survey regarding school climate, safety and learning</li> <li>• annual parent surveys</li> <li>• quarterly model student and attendance awards</li> <li>• summer and after-school academics and enrichment</li> <li>• quarterly parent conference to discuss progress and any issues pertaining to retention</li> </ul>	<ul style="list-style-type: none"> <li>• limited student surveys: grades 3 &amp; 4 learning</li> <li>• parent surveys: 97% returns, 98% satisfaction</li> <li>• model student and attendance awards held following quarterly report cards</li> <li>• upbeat, engaging after-school and summer enrichment - 88 school year, 54 summer</li> <li>• 3 quarterly parent conferences were held to discuss academic progress – 100% attendance</li> </ul>	<ul style="list-style-type: none"> <li>• increase student survey population to grades 2-8 and health and food services to grades 5-8</li> </ul>
<b>Demographic Group:</b>  B. Special Education Students	<ul style="list-style-type: none"> <li>• LFDCS will host quarterly parent advisory meetings for parents of SPED students</li> <li>• quarterly report card conferences with classroom teacher and SPED teacher</li> <li>• parent workshops to specifically address issues relevant to SPED: medications, understanding ed. Plans and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• parent conferences held in November, February and April— Special Education teacher with classroom teacher</li> <li>• Special Education parents attended Family Continuity workshops</li> </ul>	<ul style="list-style-type: none"> <li>• no changes</li> </ul>

Retention Plan Report on Implementation			
Group	Goal/Strategy	Evidence of Implementation	Proposed Strategy Changes if applicable for SY'2012-2013
<b>Demographic Group:</b>  C. Limited English Students	<ul style="list-style-type: none"> <li>• bilingual parent workshops/use of translation equipment</li> <li>• interactive, bilingual school website</li> <li>• bilingual report card</li> <li>• interactive bilingual programs to support learning</li> <li>• dual-language program to support native language proficiency</li> <li>• extensive reading and support of library materials in English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• all parent meetings and workshops held in both English and Spanish</li> <li>• school website, <a href="http://www.lfdcs.org">www.lfdcs.org</a> is bilingual</li> <li>• school has purchased bilingual online programs for students and parents to support learning</li> <li>• every student has one class daily in academic Spanish to support native language fluency</li> <li>• library materials at both sites have books in English and Spanish</li> </ul>	Teachers earn financial bonus who pass MTEL ESL exam to provide strong SEI.
<b>Demographic Group:</b>  D. Students Eligible for Free and Reduced Lunch	<i>Students eligible for free and reduced lunch (92.1%) live in families in poverty. LFDCS addresses poverty by:</i> <ul style="list-style-type: none"> <li>• a universal breakfast program</li> <li>• a universal free lunch program</li> <li>• a Wellness Policy that includes an education component</li> <li>• having quarterly recognition lunches</li> <li>• seeking donated uniforms for most in need</li> <li>• providing expendable school supplies and backpacks</li> <li>• providing Dr. Seuss books, library books, Children's Museum books for parents—all to increase print in the home</li> <li>• raffling off used computers and providing parent workshops to increase availability of technology in the home</li> <li>• providing financial support for 8<sup>th</sup> graders to take SSAT tests</li> <li>• providing scholarship assistance for graduating 8<sup>th</sup> graders to attend rigorous secondary schools</li> </ul>	LFDCS implemented every strategy listed in the 2011-12 Retention Plan with the exception of raffling off used computers to increase availability in the home  LFDCS parents and board raised \$68,000 in scholarships for students  LFDCS secured private foundation support to underwrite SSAT tests and fees	Life Science program will include growing vegetables to be incorporated into school lunches.

Retention Plan Report on Implementation			
Group	Goal/Strategy	Strategy Implementation	Proposed Strategy Changes if applicable for SY'2012-2013
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p>All students are tested and monitored using GRADE and GMADE to identify Tier I, II and III students</p> <p>Tier III students are subproficient and attention is given through monthly grade-level meetings with all staff:</p> <ul style="list-style-type: none"> <li>• additional classroom support by paraprofessionals, ELL and Special Education teachers</li> <li>• Saturday Academy classes</li> </ul>	<ul style="list-style-type: none"> <li>• Tier III students are the focus of teachers/administration discussions at monthly RTI meetings—each student has an individual learning plan which lists specific strategies and minutes per day</li> <li>• LFDCS incorporated Saturday Academy—16 weeks from January through April from 8:00 am to 12:00 p.m. All Tier III students are required to attend. small group instruction: 1 to 3 or 4—reduced Tier III from 6% to 4% by June</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<p><b>Demographic Group:</b></p> <p>F. Students at risk of dropping out of school</p>	<p>Students who show a pattern of poor attendance in middle grades are at risk of dropping out of school in high school</p> <ul style="list-style-type: none"> <li>• Requisite policy for 95% attendance</li> <li>• Students over 10 days attend summer program</li> </ul>	<ul style="list-style-type: none"> <li>• LFDCS monitors attendance daily and contacts parents</li> <li>• Students with more than 10 days absent are required to attend summer program, 16 students</li> </ul>	<ul style="list-style-type: none"> <li>• No change</li> </ul>
<p><b>Demographic Group:</b></p> <p>G. Students who have dropped out of school</p>	<p>N/A</p> <p>LFDCS does not enroll students age-eligible students to drop out of school</p>	N/A	-----
<p><b>Demographic Group:</b></p> <p>H. Other Subgroups</p>	<p>N/A</p> <p>No other subgroups at LFDCS</p>	N/A	-----

## Recruitment & Retention Plan for SY 2012-2013

Recruitment Plan – Goals and Strategies for SY 2012-2013 List goals and strategies for recruitment activities for <u>each</u> demographic group.	
<p><b>Demographic Group:</b></p> <p>A. Special education students</p>	<p><b>GOAL:</b> To offer quality public education to students who have demonstrated learning and developmental challenges.</p> <p><b>STRATEGY:</b> LFDCS will distribute flyers and/or posters to Head Start sites, local pediatrician offices, family counseling agencies and health centers and the local district's early childhood centers.</p> <p><b>Provide information and posters at Special Education PAC meetings, and provide information and posters at School Site Council meetings.</b></p>
<p><b>Demographic Group:</b></p> <p>B. Limited English-proficient students</p>	<p><b>GOAL:</b> Continue to attract families whose children are limited English by ensuring that all communication is in two languages: English and Spanish and identify new language groups.</p> <p><b>STRATEGY:</b></p> <ol style="list-style-type: none"> <li>1. Distribute flyers to parents of enrolled students to invite applications from family and friends.</li> <li>2. Place advertisements on Spanish language radio stations.</li> <li>3. Provide information at Latino-specific cultural events.</li> <li>4. Advertise at agencies which generally provide services to new immigrant families <b>including Seton Asian Center and Haitian Center.</b></li> </ol>
<p><b>Demographic Group:</b></p> <p>C. Students eligible for free lunch</p>	<p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence (Lawrence: 79%; LFDCS: 92.1%).</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p> <p><b>Expand outreach to religious organizations which serve the poor including Cor Unum, St. Vincent de Paul and area churches.</b></p>
<p><b>Demographic Group:</b></p> <p>D. Students eligible for reduced price lunch</p>	<p><i>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic.</i></p> <p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence (Lawrence: 79%; LFDCS: 92.1%).</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p> <p><b>Expand outreach to religious organizations which serve the poor including Cor Unum, St. Vincent de Paul and area churches. Also will meet with representative of DCF and YWCA's Fina House.</b></p>
<p><b>Demographic Group:</b></p> <p>E. Students who are sub-proficient</p>	<p><i>LFDCS recognizes the need to offer quality public independent education to students who are identified as subproficient. The impact of pervasive poverty that exists in Lawrence is manifested in the enrollment of children of poverty (Lawrence: 79%; LFDCS: 92.1%), the most accurate indicator of academic deficiencies.</i></p> <p><b>GOAL:</b> Continue to attract low-income, disadvantaged students in the City of Lawrence (Lawrence: 79%; LFDCS: 92.1%)</p> <p><b>STRATEGY:</b> Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p> <p><b>LFDCS will invite representative of all agencies noted above and churches for an information breakfast and request to inform members/clients.</b></p>
<p><b>*New Strategies for SY 2012-2013 are noted in blue</b></p>	

## Recruitment & Retention Plan for SY 2012-2013

<p><b>Demographic Group:</b> F. Students at risk of dropping out of school</p>	<p><b>GOAL:</b> LFDCS will seek to enroll children who may be at risk of dropping out of school by outreaching teen parents and parents who themselves dropped out of school.</p> <p><b>STRATEGY:</b> LFDCS will advertise at local high school parenting and teen programs (YWCA) and the local YouthBuild programs and other programs for parenting teens.</p> <p><b>LFDCS will specifically identify parents of K-1 and new students who did not complete school and track their attendance at meetings/trainings to ensure the children remain in the school.</b></p>
<p><b>Demographic Group:</b> G. Students who have dropped out of school</p>	<p>Not Applicable</p> <p>LFDCS does not enroll students of the age eligible to drop out of school.</p>
<p><b>Demographic Group(s):</b> H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p><b>All subgroups of students at LFDCS have been identified.</b></p>

### II. Retention Plan

**Identify the retention goals and strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out. The retention plan may include activities that address the needs of all students in the school, but must be designed to impact the target groups identified above.**

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	LFDCS has a student retention goal of 96% for 2012-2013. Goal for 2011-2012 was 95%. Actual retention/stability was 98.7%.

Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
<p><b>Demographic Group:</b> All Students</p>	<ul style="list-style-type: none"> <li>• annual student survey regarding school climate, safety and learning (all grades)</li> <li>• annual parent surveys</li> <li>• quarterly model student and attendance awards</li> <li>• summer and after-school academics and enrichment</li> <li>• quarterly parent conferences to discuss progress and any issues pertaining to retention</li> </ul>
<p><b>Demographic Group:</b> A. Special Education Students</p>	<ul style="list-style-type: none"> <li>• LFDCS will host quarterly parent advisory meetings for parents of SPED students</li> <li>• quarterly report card conferences with classroom teacher and SPED teacher</li> <li>• parent workshops to specifically address issues relevant to SPED: medications, understanding ed. plans, behavior, etc.</li> </ul>

<p><b>Demographic Group:</b> B. Limited English Students</p>	<ul style="list-style-type: none"> <li>• bilingual parent workshops/use of translation equipment</li> <li>• interactive, bilingual school website</li> <li>• bilingual report card</li> <li>• interactive bilingual programs to support learning</li> <li>• dual-language program to support native language proficiency</li> <li>• extensive reading and support of library materials in English and Spanish</li> </ul> <p><b>Teaching staff encouraged to earn ESL license/pass ESL MTEL—will improve Sheltered English Immersion instruction, making English comprehensible for Limited English students.</b></p>
<p><b>Demographic Group:</b> C. &amp; D. Students Eligible for Free and Reduced Lunch</p>	<p><i>Students eligible for free and reduced lunch (Lawrence: 79%; LFDCS: 92.1%) live in families in poverty. LFDCS addresses poverty by:</i></p> <ul style="list-style-type: none"> <li>• a universal breakfast program</li> <li>• a universal free lunch program</li> <li>• a Wellness Policy that includes an education component</li> <li>• having recognition lunches</li> <li>• seeking donated uniforms for most in need</li> <li>• providing expendable school supplies</li> <li>• providing Dr. Seuss books, library books, Children’s Museum books for parents—all to increase print in the home</li> <li>• accessing online computer programs for free from home</li> <li>• providing financial support for 8<sup>th</sup> graders to take SSAT tests</li> <li>• providing scholarship assistance for graduating 8<sup>th</sup> graders to attend rigorous secondary schools</li> </ul> <p><b>Life Science program will grow nutritional vegetables and teach students to use at home.</b></p>
<p><b>Demographic Group:</b> E. Students who are subproficient</p>	<ul style="list-style-type: none"> <li>• RTI (Response to Intervention) identifies Tier III students, increases time and strategies</li> <li>• Saturday Academy – 16 weeks, small group instruction, intensive attention</li> </ul>
<p><b>Demographic Group:</b> F. Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> <li>• Specific attention to children of parents who did not complete school</li> <li>• Specific attention/monitoring attendance of students, grades 6, 7, 8 with attendance issues</li> </ul>
<p><b>Demographic Group:</b> G. Students who have dropped out of school</p>	<p>Not applicable.</p> <p>LFDCS does not enroll age-eligible students for dropping out.</p>
<p><b>Demographic Group:</b> H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>All subgroups addressed above.</p>

# *I. Faithfulness to Charter*

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

*Criteria #1: Mission, vision and educational philosophy*

*Objective: The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment(s).*

### Measures:

- 1. Parents of K-1 students will have a home visit by the Student and Family Support personnel to ensure successful student transition to school. School target will be to visit ninety percent of parents of K-1 students each year.**

LFDCS's "Right from the Start" team—our Parent Liaison and our K-1 Spanish Teacher—visited 100% (85 actual families) of the newly-admitted K-1 families for 2011-2012 ensuring that LFDCS met and exceeded our accountability target of 90%. Both bilingual professionals, they visited each home to welcome families to the upcoming year, explain programs and expectations and determine if external support services might be needed. Parents are also informed of the K-1 training series that establishes all our families on a strong foundation.

- 2. Ninety percent of K-1 parents will attend "Right from the Start" training resulting in eighty percent of K-1 students meeting Letter Naming and First Sound Fluency as measured by DIBELS next Spring benchmark each year.**

LFDCS again met the accountability goal (90%) with 95% of K-1 parents attending the "Right from the Start" workshops, setting the groundwork for parent support of our academic program. In a related goal, 93% of the K-1 students met benchmark (80%) on Letter Naming Fluency (LNF) but did not meet the benchmark (55%) for First Sound Fluency (FSF). Teachers will hold a workshop for parents in 2012-2013 showing them how to help their child identify first sounds. Workshops were offered early evenings in both English and Spanish with childcare provided by LFDCS graduate scholars. "Right from the Start" collects parent surveys following the workshops with questions on satisfaction and recommendations—the results were overwhelmingly positive.

*Criteria #2: Academic progress*

*Objective: The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendment(s).*

### Measures:

- 1. Ninety percent of graduating eighth graders will apply to admissions-based high schools.**

LFDCS met and exceeded the 90% accountability goal with 94% of graduating members of the Class of 2012 applying to admissions-based schools. The high school admissions process, overseen by the school's Guidance Placement Counselor, supported student and parent decisions through workshops during the school year for grades 7 and 8, ongoing counseling, a High School Admissions' Fair with over 30 participating schools and visits to secondary schools. Student workshops included an overall introduction to the high school admissions process which included interview protocol, professional etiquette, mechanics for writing application essays, social media "netiquette," writing appropriate e-mails and empowering students of their strengths and skills. Additionally, private grant funding for "Opening Doors" supported the costs of taking the SSAT and The Catholic School's Admissions Exam—a requirement of applications.

- 2. Ninety percent of students who apply to admissions-based high schools will be accepted at one or more admissions-based high schools.**

LFDCS did not meet the 90% accountability target for this measure with 43 of 51 students or 84% having been accepted to one or more admissions-based high schools. Efforts by the Guidance Placement Counselor and the Alumni Counselor assisted 8th graders and their parents to make appropriate choices and to evaluate best opportunities once acceptance letters were received during January-March. Family decisions are also influenced by financial aid and scholarships.

The Class of 2012 garnered acceptances at 10 admissions-based high schools including: Bradford Christian Academy, Central Catholic High School, Notre Dame High School, Presentation of Mary Academy, St. John's Preparatory School, Greater Lawrence Technical School and Whittier Regional Vocational Technical High School—all in Massachusetts; Maine Central Institute and Fryeburg Academy in Maine; and Life Christian Academy in Florida. Graduates received over \$1,347,000 in financial aid and scholarships for the next four years.

## **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 early 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.**

Parent participation in governance, workshop training and parent-teacher conferences are strong indicators of student success at LFDCS. Since our founding in 1995, parents are more than 50% of the Board of Trustees. Parent leadership is evident in the School Site Council which has strong attendance and active participation and is a preparation for parents who are elected to the Board of Trustees. Through Title I, parents are eligible to attend ESL classes and computer training at the Maria del Pilar Quintana Family Center—improving skills for job readiness and supporting their children's progress. In addition to parent attendance in "Right from the Start," MCAS workshops and "Opening Doors" for grades 7 and 8 parents, LFDCS inaugurated the opportunity for parents to learn and use rubrics while attending academic presentations by their children—greatly increasing parent understanding of assessments.

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

LFDCS supported professional teaching through tuition reimbursement, trainings and workshops, the RTI model and many Science partnerships. During 2011-2012, LFDCS continued to invest in Math education providing a graduate-level Math course on Saturdays to 9 teachers. An exceptional pilot was introduced to improve the teaching of writing provided by Lou Bernieri, a faculty member of Phillips Academy, Andover and founder of Andover Bread Loaf Writing Workshop. A pilot core of teachers participated in year-long workshops learning effective strategies and prompts. Each month teachers transferred their skills and strategies to their students resulting in strong written projects. One teacher was invited to attend the Andover Bread Loaf Writing School, and she will co-lead workshops for all teachers during 2012-2013. All teachers of Science benefitted from Science partnerships through attendance at college-level programs as well as onsite visits by scientists in ornithology, chemical and mechanical engineering.

**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 be faithful to its founding mission in support of dual-language acquisition providing certified Spanish language teachers—all native speakers—to teach academic courses in Spanish to all students in K-8.

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

LFDCS has a rich history of valuable partnerships with educational institutions and organizations whose resources bring talent, knowledge, culture and opportunities to our students, staff and parents. Since 1996, Phillips Academy, Andover has supported instrumental music through Andover-Lawrence Strings. This year more than 40 LFDCS students took weekly lessons at Phillips Academy under the tutelage of members of the chamber orchestra. This included violin, viola, cello and piano and culminated in a concert for parents and the community at Cochran Chapel.

## *I. Faithfulness to Charter*

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Since 2007, Phillips Academy Philomathean Society has helped lead the Debate Club for 7th and 8<sup>th</sup> grade students. Learning parliamentary debate protocols, students learn to research social and legislative issues and find their voice to express opinions. Student presentations, Science projects and portfolios are all evidence of speaking skills and the lessons learned through Debate. An opportunity for a third Phillips Academy partnership in the Arts in collaboration with the Addison Art Gallery is in process for 2012-2013.

Science has taken a front seat in partnership opportunities at LFDCS. Since 2006, our eighth grade students and staff are immersed in classes and labs at Massachusetts Institute of Technology (MIT) each month. This culminates middle school partnerships for grades 5 and 6 with Northern Essex Community College and professors teaching at LFDCS and NECC labs using the STEM curriculum. Seventh graders participate in engineering programs at UMass Lowell, with a new after-school mechanical engineering program on site at LFDCS. This culminated in a bridge-building competition and tremendous interest in Science careers. Eighth graders also visited Converse's sneaker design and manufacturing facility in nearby North Andover. Students were able to move from the fashion and sports focus of sneakers to their engineered design.

The Lower School saw new partnerships with Groundworks Lawrence and Lawrence General Hospital in creating a series of raised vegetable beds which will be used to cultivate food for our lunch program and educate our students in regards to nutrition. A partnership with the Museum of Science will expand during the Fall of 2012 garnering their assistance to re-design our current K-2 building into a Lower School Science Education Center. These experiences will pave the way for a full Science-Technology-Engineering-Arts-Math (STEAM) program in coming years.

### **Implementation of the Governance/Leadership Structure**

The governance structure of LFDCS was written into our original charter (1995) which places priority on parent leadership. The resulting 13-member Board of Trustees has a parent majority of seven and six community volunteer board members of LFDEF, Inc. who bring a variety of skills in school governance—education, management and finance. Parents include six elected from the School Site Council and one (ex officio) co-chair of the School Site Council.

The Board of Trustees meets bi-monthly and is responsible for hiring and evaluating the School Superintendent, for establishing policies and for planning all oversight of the school budget. Members of the Board of Trustees actively participate on subcommittees such as Fundraising, Facilities Expansion, Scholarship and Finance.

### **Contractual Relationships with the School's Management Company**

LFDCS holds a management agreement with Lawrence Family Development & Education Fund, Inc. which is for five years concurrent with the 2010-2015 charter.

LFDEF, Inc. oversees all financial aspects on behalf of the school under the direction of the Comptroller working with the Superintendent and the Board. The financial aspects include: banking, mortgages and loans, payroll, employee benefits, facilities management and vendor services. The Comptroller supports an annual external audit by a CPA firm and ensures that all documentation is in compliance.

The management company hires the Administrative Assistant to the Superintendent who is responsible for all correspondence, official communication and submission of required documents to the Charter School Office. The management company also works with the Development Director in seeking public and private funding for all capital, programmatic and scholarship needs. The Comptroller and Administrative Assistant attend all School board meetings and provide reports to the school board on a regular basis.

## II. Academic Program Success

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

**Criteria #1:** *MCAS - performance*

**Objective:** *Students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the Massachusetts Comprehensive Assessment System (MCAS) exams in all subject areas and at all grade levels.*

**Measures:**

1. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in ELA based on the previous year's CPI.

LFDCS met and exceeded the CPI goal of 1.5 in ELA showing a gain of 2.2. Continued attention to improving student performance through a monthly RTI process and lessons aligned with Mass. Curriculum Frameworks supported this achievement. Isabel Beck's *Elements of Reading Vocabulary* utilized in K-2 through grade 4 strengthened vocabulary knowledge and will expand to grades 5, 6 and 7 in 2012-2013. Through our Accelerated Reader program in the library, students are motivated to read regularly.

**ELA MCAS Performance**  
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2010	81.3	2011	83.5	+2.2
2011	83.5	2012		
2012		2013		
2013		2014		
2014		2015		

2. For each year the MCAS is given, LFDCS will have a CPI gain of 1.5 points in Math based on the previous year's CPI.

LFDCS met and exceeded the CPI goal of 1.5 in Math, showing an outstanding schoolwide gain of 3.6. Ongoing professional development in Math for all grades supported this growth. The V-Math program is used in grades 1-8 and can be tailored for individual student use allowing for interventions or accelerations. This program can also be accessed at home allowing for additional practice and growth. Students work on modules and can individually work through levels and compete worldwide.

**Math MCAS Performance**  
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2010	79.1	2011	82.7	+3.6
2011	82.7	2012		
2012		2013		
2013		2014		
2014		2015		

**Criteria #2:** *MCAS - growth*

**Objective:** *The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.*

## II. Academic Program Success

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### Measures:

1. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in ELA.

LFDCS exceeded the Student Growth Percentile (SGP) goal of 40, attaining a SGP of 54, 2.5 percentage points higher than 2010. Increased ELA instruction time, implementation of web-based individualized programs and support for Tier II & III students helped increase the SGP in ELA. An After-School MCAS Prep and extensive Summer School were put in place to support students most in need of catching up. Students received MCAS-based interventions in ELA and utilized Study Island, a computer program to reinforce teaching. LFDCS also added a teaching block to specifically reinforce critical thinking skills and attention to state assessments.

#### ELA MCAS Student Growth GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2011	54.0
2012	
2013	
2014	
2015	

2. For each year the MCAS is given, LFDCS will have a SGP of 40 or higher in Math.

LFDCS exceeded the state Math Student Growth Percentile (SGP) range of 40-60 achieving a score of 66. Continued professional development by James Callahan, additional Title I support and intervention strategies for Tier II and Tier III students helped achieve this level in both After School and Summer School. The strong Math SGP was also the result of rewriting the Math curriculum for enhanced rigor. Students below grade level in Math received MCAS-based interventions in computerized programs to reinforce teaching.

#### MATH MCAS STUDENT GROWTH GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2011	66.0
2012	
2013	
2014	
2015	

*Criteria #3: External assessments of student achievement*

*Objective: If externally developed assessments other than the MCAS are administered, student performance is strong and demonstrates improved over time on those assessments.*

### Measures:

1. Eighty-five percent of students who complete K-2 through grade two will be at or above grade level according to benchmark indicators as established by DIBELS Next.

LFDCS met or exceeded the 85% accountability target at each grade—K-2, grade 1 and grade 2. LFDCS requires a large block of instruction time in ELA using “Foundations,” “Ticket to Read” and “Voyager” interventions.

**EXTERNAL ASSESSMENT/DIBELS SPRING BENCHMARK  
K-2-GRADE 2  
ANNUAL GOAL: 85%**

Year	Grade	Benchmark	Score	Grade	Benchmark	Score	Grade	Benchmark	Score
2011	K-2	NWF	100%	1	DORF	96%	2	DORF	85%
2012	K-2	NWF	97%	1	DORF	93%	2	DORF	86%
2013									
2014									
2015									

2. Each year grades one and two will achieve a mean stanine of 5 on the **GRADE** assessment with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark **GRADE** data.

LFDCS, starting with a baseline stanine of 7 at K-2, has achieved or exceeded the stanine of 5 in grades 1 & 2. Stanine 5 is the national average; our internal target is 7 for all grades because it is a predictor of MCAS proficiency. Grades 1 & 2 as well as K-2 exceeded the goal of a mean stanine of 5, already attaining 7 or 6—the goal for 2015. Large instructional blocks for ELA and well-implemented ELL lessons supported an overall strong performance on the phonemic awareness and phonics benchmark and helped reduce the “knowledge gap” for second language students.

**GRADE ELA Spring 2011 Mean Stanine  
GOAL = STANINE 5/6 BY 2015**

Year	Grade Levels		
	K-2	Grade 1	Grade 2
2011	7	7	5
2012	7	7	6
2013			
2014			
2015			

3. Each year grades one and two will achieve a mean stanine of 5 on the **GMADE** assessment annually with growth toward reaching a mean stanine of 6 by 2015 as evidenced by Spring benchmark **GMADE** data.

LFDCS has achieved a stanine of 6 or better at all grades in this measure due to a strong Math curriculum and teaching and support programs as previously described. K-2, grade 1 and grade 2 students exceeded the goal of a stanine of 5 on GMADE, attaining 7, 6 and 7 respectively. Vertical teams of teachers in grades K-4 were established and the Math L-FAST, our internal assessment, was introduced to students in grades 1-2.

**GMADE Math Spring 2011 Mean Stanine  
GOAL = STANINE 5/6 BY 2015**

Year	Grade Levels		
	K-2	Grade 1	Grade 2
2011	7	6	7
2012	7	6	7
2013			
2014			
2015			

## II. Academic Program Success

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**Criteria #4:** *Internal assessments of student achievement*

**Objective:** *The school student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.*

**Measures:**

1. **Each year classes in grades three through six will demonstrate eighty percent proficiency by the Spring L-FAST benchmark.**

All grade levels met or exceeded the 80% proficiency mark on L-FAST, evidence of setting goals on a consistent basis and striving to improve. L-FAST expanded and began in September, 2011, giving teachers an extra six weeks of data collection for grades 1-6. In addition to Saturday Academy, which provided specific re-teaching for identified Tier III students, LFDACS introduced Homework Club for grades 5-8 where students remained in school for one hour to complete homework missing from the night before. Teachers in grades 3 & 7 provided after-school tutoring when needed to ensure learning achievement.

**Internal Assessments of Student Achievement  
L-FAST Benchmark CPI  
GOAL = 80% PROFICIENCY**

Year	ELA				Math			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
2011	79.2	87	81.4	84.21	84.18	80.74	87.9	77.0
2012	89.47	93.86	90.18	94.15	83.22	92.33	80.33	90.31
2013								
2014								
2015								

**Criteria #5:** *Professional climate*

**Objective:** *The school established a professional climate resulting in a purposeful learning environment and reasonable rates of retention for school administrators, teachers and staff.*

**Measures:**

1. **Teachers at LFDACS will annually meet or exceed ninety-five percent attendance rate.**  
Teachers at LFDACS exceeded the 95% attendance rate attaining 98.03% for the 2011-2012 school year ensuring that highly-qualified staff delivered daily instruction to students.
2. **LFDACS will retain eighty percent of teachers who meet or exceed annual student performance measures as reported in their summative evaluation.**  
LFDACS exceeded the retention goal of 80%, retaining 85% of the 2011-2012 teaching staff.

**Criteria #6:** *Assessment and instructional decision-making*

**Objective:** *The school uses qualitative and quantitative evidence to inform, guide and improve instructional planning and practice.*

**Measures:**

1. **At each grade level fifty percent of students identified as performing below benchmark on the Fall GRADE will grow at least 13 NPR percentage points as measured by the Spring GRADE.**  
Students at all grade levels, except grade 6, exceeded the goal of growing at least 13 NPR percentage points showing improvement from Fall 2011 to Spring 2012. This includes an exceptional performance at both K-2 and grade 1 where 100% of the students below benchmark in the Fall had attained benchmark by the Spring assessment.

**GRADE - Accountability Goal: 90%**

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2011	# of Students Making 13 NPR* gain Fall 2011 to Spring 2012	% of Students Making 13 NPR* gain Fall 2011 to Spring 2012
K-2	42	42	100%
Grade 1	7	7	100%
Grade 2	12	7	58%
Grade 3	15	8	53%
Grade 4	16	13	81%
Grade 5	24	17	71%
Grade 6	16	7	44%
Grade 7	9	5	55%

*\*rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennebec School's Annual Growth, Catch up Growth*

1. **At each grade level, fifty percent of students identified as performing below benchmark on the Fall GMADE will grow at least 13 NPR percentage points as measured by the Spring GMADE.**

Students at all grade levels exceeded the goal of growth at least 13 NPR percentage points from Fall to Spring with exceptional growth at grades 1, 3 and 6 showing 90% or better and meeting benchmarks. These results were achieved by paying specific attention to closing the achievement gap for Tier III students. It also reflects instruction and lesson plans which use explicit, direct instruction supported by small group interventions. The introduction of the Saturday Academy provided time for “catch-up” growth.

**GMADE - Accountability Goal: 90%**

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2011	# of Students Making 13 NPR* gain Fall 2011 to Spring 2012	% of Students Making 13 NPR* gain Fall 2011 to Spring 2012
K-2	11	8	69%
Grade 1	35	33	94%
Grade 2	34	30	88%
Grade 3	31	29	90%
Grade 4	22	19	86%
Grade 5	32	25	78%
Grade 6	16	15	94%
Grade 7	5	3	60%

*\*rule of thumb every 13 NPR is equivalent to one grade level as outlined by Kennebec School's Annual Growth, Catch up Growth*

1. **Each year ninety percent of eighth grade students will be at or above benchmark as measured by the Spring GRADE.**
2. **Each year ninety percent of eighth grade students will be at or above benchmark as measured by the Spring GMADE.**

**ELA/GRADE**

Year	Spring Goal	GRADE Achieved
2011	90%	88%
2012	90%	89%
2013	90%	
2014	90%	
2015	90%	

**MATH/GMADE**

Year	Spring Goal	GMADE Achieved
2011	90%	94%
2012	90%	96%
2013	90%	
2014	90%	
2015	90%	

Members of the Class of 2012 missed the GRADE benchmark by one percentage point in ELA and exceeded it by six percentage points in Mathematics, transitioning from LFDCS to high school with a strong overall performance that will support continued, positive, academic achievement in high school.

## II. Academic Program Success

### B. COMMON SCHOOL PERFORMANCE CRITERIA

1. Massachusetts Comprehensive Assessment System (MCAS): Provide data for the most recent year available.

**MCAS Tests of Spring 2011**  
**% of Students at Each Performance Level for Lawrence Family Development Charter School**

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	47	61	0	11	47	50	38	30	15	9	60	77.1	N/A	N/A
GRADE 03 - MATHEMATICS	77	66	22	14	55	52	17	25	7	10	60	91.7	N/A	N/A
GRADE 04 - ELA	31	53	0	10	31	43	58	35	12	12	59	68.2	40.0	58
GRADE 04 - MATHEMATICS	40	47	8	15	32	32	46	42	14	11	59	74.6	54.0	58
GRADE 05 - ELA	48	67	5	17	43	50	41	24	10	9	58	79.7	63.0	57
GRADE 05 - MATHEMATICS	55	59	17	25	38	34	28	26	17	15	58	77.2	65.0	57
GRADE 05 - SCIENCE & TECH.	35	50	7	14	28	36	38	36	28	15	58	64.7	N/A	N/A
GRADE 06 - ELA	72	68	14	17	58	51	21	23	7	9	57	87.3	66.0	57
GRADE 06 - MATHEMATICS	57	58	18	26	39	32	35	25	9	16	57	81.1	66.0	57
GRADE 07 - ELA	81	73	2	14	79	59	20	21	0	6	56	93.8	40.0	56
GRADE 07 - MATHEMATICS	77	51	23	19	54	32	20	27	4	22	56	91.1	82.0	56
GRADE 08 - ELA	92	79	16	20	76	59	8	15	0	6	50	97.5	77.0	49
GRADE 08 - MATHEMATICS	58	52	16	23	42	29	38	27	4	21	50	80.5	62.0	49
GRADE 08 - SCIENCE & TECH.	24	39	0	4	24	35	64	42	12	19	50	66.5	N/A	N/A
ALL GRADES - ELA	61	69	6	17	55	52	32	23	8	8	340	83.5	54.0	277
ALL GRADES - MATHEMATICS	60	58	17	24	43	34	30	27	9	15	340	82.7	66.0	277

<p>ELA      Grade 6 <b>87.3</b> LFDCS vs. 86.6 State          Grade 7 <b>93.8</b> LFDCS vs. 89.5 State          Grade 8 <b>97.5</b> LFDCS vs. 91.1 State</p>	<p>Math      Grade 6 <b>81.1</b> LFDCS vs. 79.6 State          Grade 7 <b>91.1</b> LFDCS vs. 73.0 State          Grade 8 <b>80.5</b> LFDCS vs. 74.2 State</p>
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- Provide evidence that students at the school have demonstrated proficiency, or demonstrated progress towards meeting proficiency targets on state standards as measured by the MCAS exams in all subject areas and at all grade levels tested for accountability purposes.

The above chart provides evidence that LFDCS has demonstrated proficiency and progress toward proficiency targets as measured by MCAS in all subject areas and grade levels tested for accountability. As noted in the middle grades comparison, students at LFDCS outperformed the state in both ELA and Math at grades 6, 7, 8 continuing our strong tradition of preparing our students for high school. Grade 3 attained 91.7 in Math versus the state CPI of 84.7. This grade 3 cohort is the first group of our early-kindergarten program (4 year olds enrolled in 2007) to reach MCAS testing and is evidence of the positive results of a two-year, full-day kindergarten program for urban students predominantly ELL. This is our earliest data to support our belief that a two-year program would level the “field” for low-income students and help close the achievement gap.

- Provide evidence of the school’s median student growth percentile (SGP) in the aggregate and for all statistically significant subgroups in all subject areas tested for accountability purposes.

The above chart indicates our Student Growth Percentile at 54 (ELA) and 66 (Math) which is within or above the state recommended range of 40-60.

- Provide evidence of the school’s progress towards making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Provide information on whether the school is identified for accountability purposes (designated as Needs Improvement, Corrective Action or Restructuring status). LFDCS made AYP in ELA and Math in all grades and all subgroups in 2011-2012. This achievement placed it with only 10% of school systems statewide and is evidence of attention to curriculum, effective teaching and use of strategies to support improvement for students below benchmark.

## Lawrence Family Development Charter School - 2011 Accountability Data

District: Lawrence Family Development Charter (District) (04540000)  
 School: Lawrence Family Development Charter School (04540205)  
 Accountability & Assistance Level: Charter School  
 School Title I Status: Title I School (SW)  
 NCLB School Choice Required: No  
 Supplemental Educational Services Required: No

### 2011 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

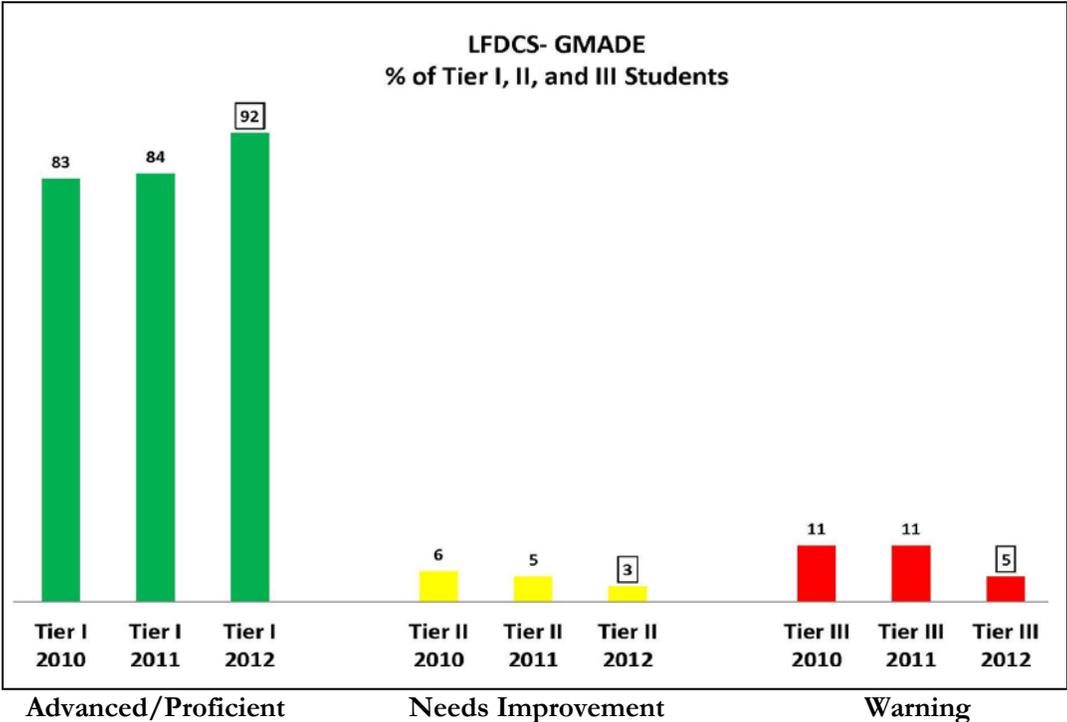
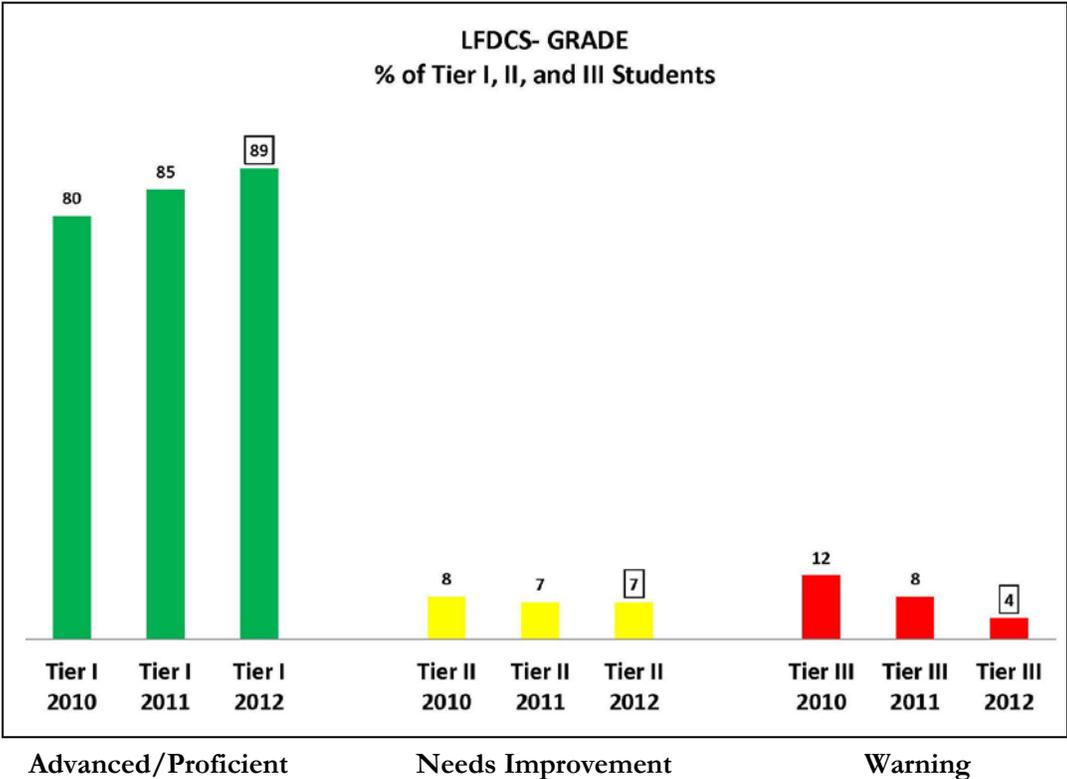
	<u>NCLB Accountability Status</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	No Change
MATHEMATICS	No Status	On Target

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		
	Did at least 95% of students participate in MCAS?	Met Target	Actual	Did student group meet or exceed state performance target?	Met Target	Actual	Did student group meet or exceed its own improvement target?	Met Target	
<b>ENGLISH LANGUAGE ARTS</b>	<b>Met Target</b>	<b>Actual</b>	<b>Met Target (95.1)</b>	<b>Actual</b>	<b>Met Target</b>	<b>Change from 2010</b>	<b>Met Target</b>	<b>Actual</b>	<b>AYP 2011</b>
Aggregate	Yes	100	No	83.5	Yes	2.2	Yes	97.8	Yes
Lim. English Prof.	Yes	100	No	73.2	Yes/SH	4.6	Yes	97.8	Yes
Special Education	-	-	-	58.6	-	-	-	-	-
Low Income	Yes	100	No	83.4	Yes	2.9	Yes	97.8	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	100	No	83.3	Yes	2.4	Yes	97.8	Yes
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
<b>MATHEMATICS</b>	<b>Met Target</b>	<b>Actual</b>	<b>Met Target (92.2)</b>	<b>Actual</b>	<b>Met Target</b>	<b>Change from 2010</b>	<b>Met Target</b>	<b>Actual</b>	<b>AYP 2011</b>
Aggregate	Yes	100	No	82.7	Yes	3.6	Yes	97.8	Yes
Lim. English Prof.	Yes	100	No	75.2	Yes	8.5	Yes	97.6	Yes
Special Education	-	-	-	55.2	-	-	-	-	-
Low Income	Yes	100	No	82.3	Yes	4.2	Yes	97.8	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	100	No	82.5	Yes	3.8	Yes	97.8	Yes
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status
		2004	2005	2006	2007	2008	2009	2010	2011	
ELA	Aggregate	No	No	No	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	No	No	No	No	Yes	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	

# II. Academic Program Success

## 2. Other Achievement, Improvement or Assessment Measures



The charts on the previous page track schoolwide student progress during the current (2010-2015) charter as measured by GRADE (ELA) and GMADE (Math) which are internal assessment tools used by administration and teachers to identify students in Tier I (at or above benchmark, Advanced and Proficient), Tier II (just below benchmark/Needs Improvement) and Tier III (below benchmark/Warning).

LFDCS designed an RTI model (Response to Intervention) which has been institutionally internalized by teachers and demonstrates effectiveness in identifying learning gaps. As shown in the charts on the previous page, the school has continued to reduce the percentage of students at Tier III each year of this charter. Spring assessments indicated 4% of students in ELA and 5% of students in Math are Tier III (below benchmark).

### **3. Curriculum**

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

During the 2011-2012 school year, LFDCS began the process through vertical teams to address the transition from Mass. Curriculum Frameworks to incorporating Common Core standards. Using “Crosswalk,” a DESE-designed document, teachers and administration reviewed all lesson plans, modifying or revising as required and incorporating more rigor. At the early grades an additional Language Arts section was added using the WIDA standard (World-class Instructional Design and Assessment). The new standards were designed to empower teachers with procedural structures while simultaneously providing a cohesive critical eye and cross-grade-level analysis of student work.

The Mathematics curriculum continued to use Scott Foresman, but lesson plans were evaluated and enhanced with elements which added rigor. Eighteen teachers were enrolled in a graduate-level Math program to improve instruction.

The Writing program was enhanced through introduction of the Andover Bread Loaf Writing Workshop bringing professional development immediately back to the classroom. This will expand to all grades in the coming year.

The Science program saw changes at every grade with attention by the Science Department Head in helping staff to identify projects and lessons to support all strands of the STEM curriculum.

### **4. Instruction**

Classroom instruction is delivered by the teacher using direct instruction, supported by small group interventions by Title I, Special Education and ELL specialists. Teachers from grades K through 8 use the BBC (BlackBoard Configuration) to identify the standards to be taught, and the instruction format of Teach-to-Guided Practice-Independent Work which provides instruction and consistency across the grades.

LFDCS continued to expand the use of technology to make learning exciting, fun and meaningful and as a means of bringing the world into every classroom. To expand use of the Eno boards, the school outfitted every classroom with document cameras which allow for any document (teacher designed or a sample of the student’s work) to be captured and displayed on the Eno board allowing for instant feedback on student work.

iPads were introduced to Special Education students and Tier III students using technology to support different learning modalities. Student responders (individual clickers) provided immediate response to teacher inquiry.

Teachers have begun to use electronic readers in new applications, and TumbleBooks were introduced projecting stories in both English and Spanish on the Eno boards for narration and vocabulary growth.

### **5. Classroom and School Environment**

A Procedures Structure Handbook was prepared and distributed during teacher orientation. This handbook put in place consistent, schoolwide expectations for operations of classroom management and ensured clarity across grades and programs.

## II. Academic Program Success

As noted in the Year 17 site visit from the Charter School Office: *The school and classroom environment was orderly and supported student learning. The de-cluttered, clean and bright classrooms, lesson structure and reinforced behavioral expectations all contribute to creating an environment that is conducive to learning.* (March 13, 2012)

### 6. Diverse Learners

#### i. Special Education

LFDCS has a state-approved Special Education program and provides services for students with identified IEPs through modifications of instruction in an inclusion model. LFDCS has a low incidence Special Education population due to the RTI model used over the past seven years. This school year, LFDCS underwent its 6-year cycle Coordinated Program Review. The results of the Special Education program yielded 95% compliance and 100% compliance on Civil Rights with all state and federal laws. The four criteria addressed procedural paperwork—such as, timely return of parent signatures. LFDCS submitted a corrective action response and has been approved by DESE.

MEPA – Attaining English Language Proficiency							
		2006	2007	2008	2009*	2010	2011
	State Target	55%	60%	62%	60%	60%	61%
Progress	State Performance	64%	62%	66%	66%	60%	58%
	District Target	n/a	n/a	62%	60%	60%	61%
	District Performance	71%	62%	67%	66%	66%	53%
	State Target	45%	44%	44%	29%	30%	37%
Attainment	State Performance	49%	48%	49%	34%	36%	38%
	District Target	62%	54%	49%	39%	43%	42%
	District Performance	66%	56%	62%	38%	49%	39%
AMAO HISTORY							
	Progress	Yes	Yes	Yes	Yes	Yes	No
	Attainment	Yes	Yes	Yes	No	Yes	No
	AYP – English Language	No	Yes	Yes	Yes	No	Yes
	AYP – Mathematics	Yes	Yes	Yes	No	Yes	Yes
* Reflects two consecutive years of testing – kindergarten students not included							

#### ii. ELL – English Language Learners

LFDCS restructured the ELL program increasing staffing from 1 to 3 following review of the 2011 MEPA proficiency results in which attainment was not met; although in this same year, LFDCS made AYP in all subgroups including ELL students.

The additional ELL staff, two of whom worked with K-grade 2 students needing early language development, provided both in-class and pull-out instruction for all identified ELL students. These instructors, both hired through “Teach for America,” brought expertise and energy to make English comprehensible for second language learners of English.

Additionally, LFDCS supported students requiring “pull-out” support with small group instruction which addressed content, vocabulary and grammar. Veteran teachers at LFDCS who have been trained in 3 of the 4 Category trainings and effectively implement SEI (Sheltered English Immersion) strategies were encouraged to seek additional certification in ESL. Incentive pay in the 2012-2013 budget will support this additional resource for our students. Seven teachers have passed the ESL MTEL in the Spring of 2012 helping to build schoolwide improvements for ELL students.

The ELL team created a monthly newsletter of tips for faculty, introducing teachers to the latest strategies for building language proficiency. With the projected increase in certified ELL staff, the ELL department can strengthen the “push-in” model, enabling the ELL specialist instructor to provide more support for the least language-proficient students.

## 7. Professional Climate

### *i. Teacher Evaluations*

The school provides informal feedback through the use of “Learning Walks” by the Heads of School. The expectation is that the newer the teacher, the more oversight. All new teachers require at least a monthly walk through and an evaluation at the end of the first three months of service. The school is reviewing procedures and protocol to ensure timely reviews. LFDCS is also reviewing state requirements for possible revisions and modifications for the upcoming school year.

### *ii. Professional Development*

LFDCS offered two priority professional development activities both described in *Faithfulness to Charter, B.2, page 15*. Mathematics was offered as a Fall Saturday workshop with graduate credits to improve Math content knowledge and instruction. Attention to Writing, beyond formulaic outlines, was the intent of the Andover Bread Loaf Writing Workshop, a pilot program for teachers in grades 1-6. The first goal is to improve teachers’ writing as a tool to improving students’ writing. The success of the program was exhibited in portfolios, parent nights, reports and a plan to expand in 2012-2013. Also in the coming year, LFDCS will build teacher-led professional development teams who will provide in-house workshops in core subjects, beginning with Mathematics.

### *iii. Structures for Collaboration*

Teachers were provided with structures for collaboration through use of common planning time. Most grade levels has a two-hour block each week to plan lessons and special projects. Once each month the common planning time is devoted to the grade-level RTI review of student performance. This review of student data and discussion of student intervention strategies includes Special Education, ELL and Title I staff to ensure the strongest plan for each student. Teachers at the Lower School met in vertical teams to address curriculum mapping, up and down the grade levels. This will reinforce the school’s looping program which will strengthen curriculum and instruction and provide opportunities for teachers to learn from one another. All teachers were invited to participate in the monthly educator professional reading workshop *BookTalk*. During 2011-2012, teachers read chapters from *Courage to Teach, Never Work Harder Than Your Students* and *Teaching as Leadership* with grade-level groups responsible for leading discussions. The conversations and professional knowledge gained at *BookTalk* compels us to require this for all staff in 2012-2013.

### *iv. Learning Environment*

LFDCS continued to provide a full week of teacher training, identifying external consultants who can offer strategies and research-based interventions that address areas of need in the curriculum based on prior year’s program evaluations. In 2011-2012, professionals from the professional development organization, *Solution Tree*, provided powerful workshops on the developmental stages of writing and essentials at each grade level to reach proficiency.

The school’s mentoring program was revised to incorporate recommendations of newer teachers. The revised program began in January. Mid-year, LFDCS spent a full day of professional development on student assessments which included feedback from staff and reflective practices. Staff and administration looked at the school’s Accountability Plan to evaluate progress, which allows the school to set the climate for the next half of the year and teachers to set the academic course for the remainder of the school year.

## 8. Assessment and Instructional Decision-making

LFDCS has a structured program of continuous assessments for its student body. The school’s RTI meeting structure is the cornerstone for Tier identification, interventions and differentiated instruction. Students are benchmarked three times each year—Fall, Winter and Spring—which helps identify the Tier levels of students. The teacher teams of each grade level use DIBELS, GRADE, GMADE or internal L-FAST tests to progress-monitor students’ performance. Instructional decisions are made by the grade-level teacher supported by the specialist instructor (ELL, Special Education, Title I) along with building heads.

During the weekly common planning time, teachers review, modify and revise as required to improve lessons with a focus on increased rigor and transition to Common Core standards.

## **9. Program Evaluation**

In addition to the above description on *Assessment and Instructional Decision-making*, LFDCS used feedback from teachers, parents and student surveys to help guide program evaluations and improvements. Examples of this in 2011-2012: Parents in K-1 suggested additional workshops in behavior management and in the coming year, trainings for parent supervision and holding parent workshops on Saturdays. The Saturday Academy itself was a teacher recommendation to increase student performance for Tier III students.

LFDCS gathered student opinions/recommendations through surveys this year. Students in grades 3-4 offered input regarding learning, setting goals and teacher satisfaction. Students connected their school day to MCAS success and respect for their teachers. A survey on nutrition at grades 5-8 identified student preferences and recommendations. The goal is to encourage increased student ownership.

### III. Organizational Viability

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

**Criteria #1:** *Solvency and stability*

**Objective:** *The school develops an annual budget that can be sustained by enrollment and is in support of student academic achievements.*

**Measures:**

**1. The school's annual budget will be sustained by its enrollment.**

With the approval of a controlled expansion of 200 students through 2020 (as noted in the Capital Plan, page 38), revisions were made from the original cost category. The School Board, upon recommendations of the Finance and Facilities Subcommittees, voted to approve use of surplus funds, which exceeds \$3M, with an approved plan for three years to address the deficit incurred. This plan "front loads" facility, personnel and programmatic expenditures to ensure that students have adequate resources for academic success.

**2. Each year the school will demonstrate a history of positive net assets, adequate cash flow to sustain operations and support the academic program and consistently operates within budget.**

During 2012-2013, LFDCS will use its Title I and Title II grant funding with more flexibility due to identification as a level one category school. LFDCS has put a 3-year financial plan in place to monitor the deficit reduction as a result of expansion plans. LFDCS will continue to have positive reserve assets through the three projected years of deficit budgets.

#### Approved Budgets - FY'2010-2015

	FY'2010	FY'2011	FY'2012	FY'2013	FY'2014	FY'2015
<b>REVENUE</b>						
Tuition	\$6,960,000	\$7,442,850	\$7,734,558	\$8,051,800		
Grant Income	\$660,000	\$770,000	\$705,000	\$650,000		
Cash from Net Assets						
Food Services	\$300,000	\$300,000	\$350,000	\$370,000		
Miscellaneous Income	\$150,000	\$150,000	\$150,000	\$112,000		
<b>TOTAL REVENUE</b>	<b>\$8,070,000</b>	<b>\$8,662,850</b>	<b>\$8,939,558</b>	<b>\$9,183,800</b>		
<b>EXPENDITURES</b>						
Salaries	\$4,413,280	\$4,628,032	\$4,877,420	\$5,057,773		
Benefits & Payroll Taxes	\$1,019,195	\$1,087,474	\$1,171,507	\$1,132,780		
Contracts and Fees	\$655,000	\$727,143	\$764,728	\$779,590		
Office Expenses	\$160,500	\$195,000	\$190,000	\$201,500		
Occupancy	\$1,181,676	\$1,211,676	\$1,171,506	\$1,571,360		
School Supplies & Equipment	\$100,000	\$125,000	\$130,000	\$115,000		
Professional Services	\$193,500	\$283,500	\$308,500	\$300,500		
Food Services	\$300,000	\$300,000	\$240,000	\$275,000		
Other	\$46,000	\$47,000	\$69,500	\$66,500		
<b>TOTAL EXPENSES</b>	<b>\$8,069,151</b>	<b>\$8,604,825</b>	<b>\$8,922,751</b>	<b>\$9,500,003</b>		
Total Revenue Over Expenditures	\$849	\$58,025	\$16,807	(\$316,203)		

#### From Statement of Revenues & Expenditures

	<u>Revenue</u>	<u>Expenditures</u>	<u>Remainder of Revenue</u>
2009-2010	\$8,957,265	\$7,993,260	\$964,005
2010-2011	\$8,799,120	\$8,734,589	\$64,531
2011-2012	(will be audited during the fall of 2012)		

#### Reserve Assets

2010 - \$3,134,912      2011 - \$3,199,443      2012 - \$3,240,000      2013 -      2014 -  
(unaudited)

This identifies total net assets as of June 30th of the recent charter and represents the reserves available for emergencies and future leasehold improvements. LFDCS exceeds the financial goals established by the Charter School Office.

**3. LFDCS's annual independent audit will be free of material or repeated findings.**

On October 19, 2011, Walsh & Co., the School's independent auditor submitted its findings in a letter dated October 5, 2011 to the Board of Trustees. Once again, the school continued to demonstrate sound financial management, and there were no audited adjustments or findings.

**Criteria #2: Enrollment**

**Objective:** *The school implements the student recruitment, retention and enrollment process intended in the charter, in the school's recruitment and retention plans and as defined by statute and regulations.*

**Measures:**

- 1. For each year of the charter, LFDCS will maintain an average daily student attendance of at least ninety-five percent.**

LFDCS exceeded the 95% with overall student attendance at 98.07%. Effective policies that address attendance as well as calls to parents continue our efforts to ensure students are in school learning.

<b>Year</b>	<b>Attendance Goal</b>	<b>Actual Student Attendance</b>
2010-2011	95%	97.8%
2011-2012	95%	98.07%
2012-2013	95%	
2013-2014	95%	
2014-2015	95%	

**Criteria #3: Family engagement**

**Objective:** *Families and students are satisfied with the school's program.*

**Measures:**

- 1. Through an annual parent survey distributed to one hundred percent of families of LFDCS, with a fifty percent return rate, eighty percent of parents responding will report satisfaction with the effectiveness of the faculty in areas of academic challenge, support and communication.**

LFDCS distributed a survey to 100% of its 420 families and saw a return of 97% exceeding the 50% target.

Parents indicated an overall satisfaction rate of 96.95% with 65% at most satisfied and 33% at satisfied.

The highest levels of satisfaction were in the following categories:

- Parent/Teacher Conferences are informative – 100%
  - Satisfaction with classroom teacher – 99+%
  - Overall curriculum – 99%
  - Academic progress in Math – 99%
  - LFDCS as a safe learning environment – 99%
- 2. Eighty percent of the parents of the graduating eighth graders will attend high school orientation night in preparation of applying to admissions-based high schools resulting in eighty percent of students applying.**

Ninety-three percent (93%) of the eighth grade parents (50 of 54) attended high school orientation night in preparation of applying to admissions-based high schools. Parent workshops included an overview of the process of high school applications, information on private, parochial and public secondary schools in the area and in New England and information about the availability of financial aid and scholarships.

### *III. Organizational Viability*

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

##### **Policy Decisions**

##### **Major policy decisions made by the Board of Trustees during 2011-2012:**

###### *August 2011*

- ◆ Approved new Accountability Plan for 2010-2015 charter as identified by the Charter School Office. These include a minimum annual gain of 1.5 points in both ELA and Math based on previous year's CPI. Each year students will average a mean stanine of 5 on GRADE, reaching a mean stanine of 6 by 2015. Teachers will meet or exceed 95% attendance and have 80% or better annual retention.
- ◆ Approved revisions to the Personnel Policy Manual which included: EOE (Equal Opportunity Employment), Teacher Gift Limitations (16.11) and Bullying Policy (20.0-20.14).
- ◆ Approved addition to Attendance Policy requiring students in required summer school to maintain 95% attendance or repeat grade.

###### *October, 2011*

- ◆ Approved Corporate Resolution providing one signature on checks up to \$25,000 and two signatures on checks over \$25,000. Contracts over \$100,000 require the signature of either the President or Treasurer of the Board.
- ◆ Accepted Financial Audit presented by external auditor.

###### *December, 2011*

- ◆ Approved revised Enrollment Policy which includes all required criteria: General Policy Statement, Criteria for Enrollment, Description of Enrollment Process, Description of Lottery Procedures, Description of the Waitlist Policy and Application for Admissions Requirements.
- ◆ Approved an updated Emergency Protocol covering a range of potential crisis situations which could occur including: bomb threats, dangerous behavior, fire, medical emergencies, missing student, natural disasters and unwelcome visitors. Protocols included are: updated contact information, parent release forms and an emergency evacuation plan.
- ◆ Approved increase of school rental agreement from \$10.50 to \$11.50 per square foot.
- ◆ Approved draft commercial lease of property for 2012-2013 school year at May/Railroad Streets for school expansion. Vote also authorized President to execute the lease agreement effective July 1, 2012.

###### *February, 2012*

- ◆ Approved new, updated Financial Policies and Procedures Manual based on DESE requirements. This includes: internal control policies, compliance in laws, conflict of interest, fiduciary responsibilities of Board of Trustees, signature authorities, access to records and security of data, assets and documents.
- ◆ Approved a new pay scale for Teachers and Paraprofessionals that reflects increases of 4% (2012-2013), 3% (2013-2014) and 3% (2014-2015) and provides a \$5,000 additional stipend for every academic teacher who earns additional certification in ESL who will be teaching ELL students.

###### *April, 2012*

- ◆ Approved the revised 2012-2013 School Calendar which moves Opening Day to a week prior to Labor Day.
- ◆ Approved final version of Enrollment Policy (see December, 2012) following recommended changes by legal office of DESE. Clarification was requested for our definition of sibling preference and the location of the lottery.
- ◆ Approved newly-required Head Injury/Concussion Policy relevant to extracurricular sports.

## *June, 2012*

- ◆ Approved 2011-2012 Recruitment & Retention Plan to continue implementation as the 2012-2013 Recruitment & Retention Plan.
- ◆ Approved the building expansion plan and budget presented at the April board meeting for K-1, K-2 and grade 1 relocation. Vote includes authorization to spend \$247,645 in reserve funds for leasehold improvements, readying the facility for early childhood use.
- ◆ Rescinded vote from February, 2012 meeting regarding the new pay scale for Teachers and Paraprofessionals that reflects increases of 4% (2012-2013), 3% (2013-2014) and 3% (2014-2015) and provides a \$5,000 additional stipend for every academic teacher who earns additional certification in ESL who will be teaching ELL students.
- ◆ Approved a new 2012-2013 pay scale for Teachers and Paraprofessionals that reflects increases of 2% (2012-2013) and provides a \$5,000 additional stipend for every academic teacher who earns additional certification in ESL who will be teaching ELL students.

### Amendment to the Charter

No amendments were submitted or proposed during the 2011-2012 school year.

### Complaints

One written complaint was received by the Board of Trustees. It notes procedural inconsistencies with teacher evaluations in the school's policy handbook and is currently under review and will be addressed at the August meeting.

### Oversight

The School's Board of Trustees is responsible for evaluating the School Superintendent through review of his self-evaluation and evidence of attainment on annual goals. Goals for the 2011-2012 school year included the following:

- ◆ Oversight of Expansion Plan—securing of a facility and financing plan
- ◆ Plan and oversight of Coordinated Program Review

In consideration of a new contract, the new evaluation instrument will most likely replace the prior instrument but will include strategic planning for the organization.

The Superintendent is responsible for evaluating the School Principal according to school leadership qualities developed by DESE and implementation of tasks in the job description. Goals for each year are presented to the board.

The school underwent a Coordinated Program Review of Civil Rights, Special Education and ELL. Reports from federal evaluators indicated 95% compliance in Special Education and 100% compliance in Civil Rights. By the end of the school year, the four areas which required attention had been addressed and submitted and have received approval. Due to restructuring of the ELL state program, the school has not received a report on this visit. New regulations on teacher qualifications for teaching ELL students are expected to be available for the 2012-2013 school year. LFDCS, due to its location in Lawrence, will be among the first cohort of school systems to implement new regulations.

The board was appraised of all visits and resulting reports.

LFDCS also underwent a one-day visit for year 17 from the Charter School Office, attended by 4 members of the Board of Trustees. The report highlighted the following:

- ◆ Family engagement is a well-developed aspect of the school's mission
- ◆ The observed instructional practice is consistent with what the school describes
- ◆ Data is used in many ways to inform planning and improve student achievement
- ◆ The school has systems and structures in place to review the effectiveness of the academic program and guide its instruction
- ◆ The Board of Trustees is well informed of its roles as well as the school's challenges and successes regarding academics and finances

During the summer of 2012, the Executive and Personnel Committees of the board will review professional certification regulations and recommended evaluation instruments with the Superintendent.

### **Board Planning**

The 2011-2012 Board did not engage in specific board planning but worked on strategic goals from 2010-2011. Members of the board, working in subcommittees, worked on goals to accomplish the following:

- 1.) **Facilities Subcommittee** - Facilities expansion plans were reviewed and recommended rental of the May Street/Railroad Street mill with a working budget for leasehold improvements using \$247,000 from reserve funds.
- 2.) **Fundraising Subcommittee** – This committee increased student scholarship awards through fundraising events and soliciting of individual donors. The subcommittee also worked to create an Emergency Fund to support secondary school retention when families have a serious financial crisis.

During 2012-2013, the Facilities Subcommittee will look at best use and renovation of the K-2 building for a Lower School Science Center in Project STEAM (adding the A for Arts to the STEM Science curriculum). The Fundraising Committee will re-implement the successful “Breakfast Club” bringing in new potential donors and advisory board members to learn about the school, and the Executive Personnel Subcommittee will address, design and implement a new staff evaluation system.

### **Family Engagement**

LFDCS continued its successful initiatives to strengthen family/parent involvement. Attendance at “Right from the Start,” the K-1 workshop series, which engages and educates parents in the expectations of the school and specific skills for supporting and learning in the home, was 95%. Parents completed satisfaction surveys at the completion of each session with near unanimous agreement that these workshops helped them better understand school expectations and support their children’s education.

The 2011-2012 Charter School Office 17<sup>th</sup> year site visit noted LFDCS’s strong parent involvement initiative stating: *Family engagement is a well-developed aspect of the school’s mission. There are many structures in place to support family participation including: parent liaison partnerships, home visits, conferences, translators and School Site Council parent workshops.*

### *III. Organizational Viability*

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In addition to formal surveys, the school engages parent discussions at School Site Council meetings, Special Education parent meetings and at the School Board meetings and has provided opportunities for parent input in activities scheduled to meet the diverse needs of parents. Monthly morning coffees from 8-9 am, School Site Council meetings in early evenings and training workshops scheduled on afternoons and evenings were expanded to Saturdays in 2011-2012. LFDCS engages families in a variety of parent trainings discussed in our Accountability Plan including “Right from the Start,” MCAS parent night and parent involvement regarding high school admissions. Parents are regularly invited to student presentations of personal bibliographies and portfolios. During 2011-2012, teachers created parent-friendly rubrics to understand and evaluate their children’s presentations to better understand assessments.

#### Safety

LFDCS places high priority on the safety of its students and staff and has undertaken the following actions to ensure a physically safe environment that is also free of harassment.

- **Physical Safety**  
All entrances to all school sites are locked with coded access to appropriate staff. All buildings and exterior spaces are monitored by cameras to deter unlawful entry and to record if necessary. School entrances/parking lots at the Upper and Lower Schools are fenced and locked overnight. Entrances are monitored at dismissal to deter unwanted vehicles. Parent response in the 2011-2012 survey indicated a 99% satisfaction rate with school safety. The school will also phase in video cameras at all of its sites.
- **Harassment**  
LFDCS has approved appropriate policies against sexual and personal harassment in its Parent/Student Handbook and the Teacher Personnel Policies Handbook. These policies follow state and federal guidelines and detail reporting and consequences. LFDCS has added anti-bullying language and policies to these documents and has provided training for staff on recognizing and responding to bullying in any form. LFDCS also has anti-harrassment language in its Computer Network policy.
- **Health Needs**  
LFDCS employs two experienced registered school nurses who support the health and wellness of students throughout the year. This includes access to a “Nurses’ Office” at every site, appropriate dispensation of medication and inhalers and annual review of health records. The school has an official Wellness Policy which includes new guidelines to food and nutrition.

#### Employee Qualifications

LFDCS works to ensure that staff in all areas are properly credentialed. New hires submit official transcripts and copies of licenses and/or MTEL scores qualifying for initial license. The Principal is responsible for reviewing documentation prior to recommending a candidate for hire. During the 2011-2012 school year, 100% of teachers held certification in the field in which they taught, and 100% of teachers were highly-qualified by federal standards.

#### Financial Oversight

LFDCS developed the budget for FY’13 during a four-month review by the Administrative Team, the Comptroller and the Board. The budget is broken down into major areas of spending 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 was clearly described at board meetings with sufficient information and time devoted so that every board member is well informed of the need of each line item and all projected revenue. LFDCS will utilize reserve funds for deficits. Budget deliberations for FY’2013 required lengthy attention to possible staff reduction and other cuts. Expansion of the school of an additional 20 students each year increases the overall shared costs for two years. A final vote to approve the FY’2013 budget was taken in June.

**BOARD MEMBERS FOR THE 2011-12 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; 21 years – District School Committee	6 <sup>th</sup> term 10/1995-8/2013
Juliet Nagle	Vice President	LFDEF representative	Retired Educator	2 <sup>nd</sup> term 1/2006 – 8/2012
Wendy Estrella, Esq.	Clerk	Parent representative	Attorney, Estrella Law Office	3 <sup>rd</sup> term 6/2005-8/2014
Anne Hemmer	Treasurer	LFDEF representative	Vice President, Peoples’ United Bank	1 <sup>st</sup> term 2/2010-8/2013
Vianna Alcantara	Member	Parent representative	Product and Clinical Education Intern, Hologic, Inc.	1 <sup>st</sup> term 10/2011-8/2014
Raquel Bauman	Member	LFDEF representative	Facilitator, Ayer Public School Adjunct Instructor, Cambridge College	1 <sup>st</sup> term 2/2011-8/2014
Donna Bertolino	Member	LFDEF representative	Director of Academic Placement & Testing Services Northern Essex Community College	1 <sup>st</sup> term 2/2011-8/2014
Dolores Calaf	Member	LFDEF representative	Director of Programs La Alianza Hispana	1 <sup>st</sup> term 2/2011-8/2014
Analuz Garcia	Member	Parent representative	Enrollment Counselor, Northern Essex Community College	1 <sup>st</sup> term 4/2010-8/2013
Ana Matos	School Site Council Co-Chair	Parent representative	Home Visitor, Greater Lawrence Community Action Council	2 <sup>nd</sup> term 10/2008-8/2014
Ilonka Mora	Member	Parent representative	Quality Control Clerk The Gem Group	1 <sup>st</sup> term 12/2010-8/2013
Henry Vargas	Member	Parent representative	Paraprofessional St. Anne’s School, Methuen, MA	1 <sup>st</sup> term 10/2009-8/2012

## Financial Information

### FY'2011-2012 (UNAUDITED) STATEMENT OF REVENUES AND EXPENDITURES

### BALANCE SHEET

#### Revenue

Tuition	\$7,494,643
Grant Income	805,855
Food Services	327,521
Miscellaneous Income	<u>119,901</u>
<b>Total Revenue</b>	<b>\$8,747,920</b>

#### Assets

Cash & Equivalents	\$2,955,248
Accounts Receivable	359,903
Equipment-Net	<u>708,396</u>
<b>Total Assets</b>	<b>\$4,023,547</b>

#### Expenditures

Salaries	\$4,855,000
Benefits & Payroll Taxes	1,024,990
Contracts & Fees	693,255
Office Expenses	130,310
Occupancy	1,228,436
School Supplies & Equipment	147,224
Professional Services	216,475
Food Services	256,682
Depreciation	120,348
Other	<u>53,700</u>
<b>Total Expenditures</b>	<b>\$8,726,420</b>

#### Liabilities

Accounts Payable	\$171,231
& Accrued Expenses	
Wages & Related Payables	604,426
Deferred Revenue	<u>26,947</u>
<b>Total Liabilities</b>	<b>\$802,604</b>
<b>Total Net Assets</b>	<b>\$3,220,943</b>
<b>Total Liabilities</b>	
<b>And Net Assets</b>	<b>\$4,023,547</b>

**Total Revenue Over Expenditures      \$21,500**

#### **Private Funds Received**

LFDCS received \$126,211 in private funds during the 2011-2012 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2012 Yearbook and student scholarships.

#### **Education Grants Received**

Title 1 & Title 1 Support	\$426,328
Title II-A	47,165
SPED	127,947
Title III - ESL	37,890
SPED Program Improvement	<u>6,844</u>
<b>Total Public Funds Received</b>	<b>\$646,174</b>

## Financial Information (continued)

### APPROVED BUDGET - FY'2013

*With sincere appreciation to all who  
helped our school grow.*

#### Revenue

Tuition	\$8,051,800
Grant Income	650,000
Food Service	370,000
Miscellaneous Income	<u>112,000</u>
<b>Total Revenue</b>	<b>\$9,183,800</b>

#### Expenditures

Salaries	\$5,057,773
Benefits & Payroll Taxes	1,132,780
Contracts & Fees	779,590
Office Expenses	201,500
Occupancy	1,571,360
School Supplies & Equipment	115,000
Professional Services	300,500
Food Services	275,000
Other	<u>66,500</u>
<b>Total Expenditures</b>	<b>\$9,500,003</b>

**Total Expenditures Over  
Revenue** (\$316,203)

#### PARTNERSHIPS

*Andover Bread Loaf Writing Workshop  
Callahan Associates  
Converse  
Groundworks Lawrence  
Landmark School, Beverly, MA  
Lawrence General Hospital Residents in Training  
Maria del Pilar Quintana Family Center  
Massachusetts Institute of Technology  
Merrimack College/Service Learning Center  
Merrimack College/College of Education  
Northern Essex Community College (Science partnership)  
Phillips Academy Andover/Community Services  
Phillips Academy Andover/Violin Program  
Solution Tree  
TEACHERS <sup>21</sup>  
The Pingree School/Prep @ Pingree  
UMass @ Lowell College of Engineering  
YouthBuild-Lawrence*

#### PROFESSIONAL ADVISORS

*APEX Computers  
Cornerstone Architects  
Doherty Insurance  
Morris, Rossi & Hayes  
Trident Project Advantage Group  
Michael Walsh, CPA*

#### IN-KIND GOODS AND

#### PROFESSIONAL SERVICES

*Central Catholic High School  
Donnelly Uniforms  
KMC Productions  
Trombly Bus Company  
Volunteer Readers for "Read Across America"  
YouthBuild-Lawrence*

## Capital Plan

**Background:** In 2010, LFDSCS proposed a capital improvement plan in anticipation of the school's submitted plan for expansion of enrollment to add 200 students through controlled growth of 20 students per year through 2020. As proposed in 2011, LFDSCS renovated space in the Maria del Pilar Quintana Family Center creating one classroom for the additional 20 K-1 students which entered in September, 2011. This was completed in the summer of 2011 at an approximate cost of \$16,000. Planning throughout 2011 by the Facilities Committee and working with Trident Project Management saw an extensive increase in anticipated renovations/additions to the current K-2 building which would have been fiscally excessive. New state building requirements for charter schools to adhere to state public bidding laws, paying prevailing wages and limitations on architectural choices rendered the previous plans null and void. The Facilities Committee turned its attention to identifying long-term rental opportunities within walking distance of the current site. The following is the current status on our facilities:

### MAY/RAILROAD STREET MILL FOR EARLY CHILDHOOD GRADES

#### 1. Description of Project

- In order to free classroom space at 34 West Street to accommodate 3 classrooms each for grade 2 (by 2014), grade 3 (by 2015) and grade 4 (by 2016), the administration and Facilities Committee determined to move both Kindergarten levels—K-1 and K-2—as well as grade 1 to a new site specifically for these early childhood grades. The former Emmons Mill, rented by LFDSCS from 2000 through 2006 for grades 5-8, was a suitable, nearby facility. Highly favorable negotiations took place with the owner allowing early access to the facility to re-purpose spaces, especially bathrooms for use by younger students.

#### 2. Current Status of Project

- The Maintenance staff at LFDSCS, working weekends, has begun transformation of exit/entrances in compliance with updated codes.  
- Technology and utilities are being installed to accommodate new technology and security requirements.

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

August 10, 2012 – Open House scheduled

August 29, 2012 – Student occupancy date

#### 4. Current Estimated Cost of Project

\$247,645 – Board of Trustees approved a budget for renovations and authorized expenditures from the capital reserve funds.

**5. Project Financing** - LFDSCS will pay for cost of renovations as leasehold improvements from the capital reserve funds.

**6. Capital Reserve Account** – Once renovations are completed, it will not be necessary to establish a separate capital reserve account for this project. Ongoing maintenance will be completed annually by the Maintenance staff.

### 34 WEST STREET, REAR (K-2 BUILDING) LOWER SCHOOL SCIENCE CENTER

**1. Description of Project** – This building was formerly industrial garages when used by Blue Seal Feed, and in 1996-1997 was renovated to create three kindergarten classrooms, winning a historic preservation award for its architectural design. With the kindergarten classes relocating to The Academy for Early Academic Preparation (see above), this building will again be re-purposed as a Science Education Center for grades 2, 3 and 4.

**2. Current Status of Project** – The LFDSCS Science Department Head has arranged to visit other school-based Science Centers for ideas to incorporate and will meet during the Fall of 2012 with educators from Boston's Museum of Science for recommendations on the best use and design for an elementary Science program.

**3. Estimated Schedule for Completion of Project** – Depending on scale of design—latest completion would be August 15, 2013.

**4. Current Estimated Cost of Project** – This building currently houses 3 classrooms, 3 children's bathrooms, 2 adult bathrooms and a teacher planning room/office. The building has heat, utilities, a technology infrastructure and plumbing; therefore, all major costs are in order. Current estimates on possible renovations range from \$100,000-\$150,000.

**5. Project Financing** - LFDSCS intends to submit grant applications to foundations which have previously supported our capital campaign (example 3 requests @ \$50,000).

**6. Capital Reserve Account** - Upon completion of this renovation, it will not be necessary to establish a capital reserve account.

**Building Improvements and Renovations:** Major renovations were completed during the Summer of 2011 including a new roof on the Lower School and building and renovation of all (6) student bathrooms. All spaces will be painted every other summer and technology improvements will be installed as new technology is identified.

## ***Dissemination***

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### ***Part 1 – Teacher Preparation***

LFDCS identified teacher preparation for urban schools as “best practices” to disseminate for each year of the 2010-2015 charter.

During 2010-2011, LFDCS piloted a teacher preparation readiness program by serving as a placement site for five graduate students from Merrimack College’s School of Education. This effort helped us recognize strengths and limitations and greatly assisted in writing a plan to DESE to operate a program in 2012-2013. As a result of this program, mentor teachers grew professionally and increased both teaching and supervisory skills. During 2010-2011, initial conversations began with the Office for Educator Policy & Preparation to write an application.

The 2011-2012 school year was focused on research, planning and writing a “District-based, Post-Baccalaureate, Initial Licensure Teacher Preparation Program, Elementary 1-6, integrated with ESL, PreK-6.” The Project Coordinator, LFDCS’s founding superintendent, met throughout the year with a technical advisor from DESE and identified best practices from LFDCS’s academic program which will be central to the program and will include:

1. ***RTI*** - a Response to Intervention model that trains teachers to effectively read and analyze test data and collectively identify strategies which improve student performance and outcomes.
2. ***Sheltered English Immersion*** - Teacher Candidates will complete a year-long practicum and complete portfolios documenting Professional Standards for Teachers in both Elementary and ESL. The program intent is to create a new skill set for urban teachers in Elementary and ESL by improving English Language proficiency and reducing learning gaps for immigrant students.
3. ***Parent Involvement*** - Teacher Candidates will participate in all school-sponsored parent involvement/education programs to acquire skills and knowledge of how to foster and incorporate effective parent inclusion once they are classroom teachers.
4. ***Recognizing the Impact of Poverty on Readiness to Learn*** - Overcoming the obstacles and challenges through high expectations and rigorous curriculum, LFDCS’s teacher preparation program will intentionally prepare Teacher Candidates to be effective educators in urban schools.

As part of dissemination practices, LFDCS met with administrators and staff of three prestigious Schools of Education and visited their campuses, learned best practices in teacher preparation and invited college staff to visit LFDCS to see our best practices and operations and consider ways we can partner in the future. The Schools of Education included: Tufts University, UMass Lowell and Salem State University.

The Project Coordinator presented best practices in parent involvement at the Salem State University Teacher Conference and to the doctoral candidates at UMass Lowell, which has published two articles on LFDCS and sent students for observations. LFDCS also met with Northern Essex Community College’s Early Childhood Program for collaboration, and NECC is now utilizing LFDCS classrooms for observation.

### ***Part II - Public Broadcasting***

With heightened attention to parental involvement, LFDCS looks to non-traditional means to disseminate best practices. The Superintendent has had preliminary conversations with local radio hosts to initiate a series of programs on how to include parents for successful student achievement. In Latino communities, Spanish-speaking talk shows are the most effective ways to gather and promulgate information. The intent is to produce at least six Saturday programs focusing on effective practices and academic programs and outcomes of parental involvement during 2012-2013.

## Friends and Funders

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Sandra Cepeda	Highland Street Connection	Northern Essex Comm. College	Eric Thompson
Lisa Christopher	Debra Hilbert	Notre Dame High School	Joan Thompson
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*Cover photo – LFDCS 7<sup>th</sup> & 8<sup>th</sup> grade Bridge Building Competition  
sponsored by UMass Lowell and the American Civil Engineers: February 28, 2012  
courtesy of Peter Kamberelis*

*Inside photo – Eighth Grade Graduation: June 11, 2012  
courtesy of Peter Kamberelis*



*Lawrence Family Development Charter School*

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Lawrence, MA 01841**

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Lawrence, MA 01841**

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