



Collegiate Charter School
of Lowell

Annual Report

2017-2018

July 31, 2018

Collegiate Charter School of Lowell
Dr. Laurie Hodgdon, Director

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Introduction to the School

<i>Collegiate Charter School of Lowell</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	1857 Middlesex Street Lowell, MA 01851
Regional or Non-Regional?	Non-Regional	Districts in Region (if applicable)	
Year Opened	2013	Year(s) in which the Charter was Renewed (if applicable)	2018
Maximum Enrollment	1200	Current Enrollment as of June 29, 2018	746
Chartered Grade Span	K-12	Current Grade Span	K-7
# of Instructional Days per school year	180	Students on Waitlist as of June 29, 2018	149
School Hours	8:30am - 4:00pm	Age of School	5 years
<p>Mission Statement</p> <p>The mission of the Collegiate Charter School of Lowell is to provide an academically rigorous and successful world-class college preparatory public educational program that enables all students, regardless of their background, to achieve their full potential, to be prepared for success in college, equipped with the ability and desire for lifelong learning, and develop strong civic, ethical, and moral values in a safe, caring, and rigorous environment built on a school ethos that emphasizes high behavioral and academic expectations.</p>			

Letter from the Chair of the Board of Trustees

July 17, 2018

Dear CCSL Community,

After completing our fifth year, there is much to be excited about at the Collegiate Charter School of Lowell. We received our five-year renewal from the Commissioner of Education with no conditions on our charter. One of the most beautiful aspects of this renewal is that five years from now, in 2020, we will be graduating our first class of high school seniors. It has been our dream to build a K-12 school, and we are so close to seeing it come to fruition.

We continue to work in partnership with SABIS® to offer a world-class college preparatory public education program to our students. Our school population has continued to grow and in this past year we enrolled over 750 students. With the support of SABIS® our aim is to prepare each student for success in college.

There are so many amazing learning opportunities occurring at the Collegiate Charter School of Lowell such as STEM Club, Chorus, String program, and the Spring Talent Show. This year we worked to fully implement the Student Life Organization within the school, increasing the amount of extra-curricular and enrichment programs, which allows students to develop themselves as leaders. Through the Student Life Organization, our students are given a voice within the school, and have an opportunity to influence the school culture. We hope to continue the growth of the program this year and look to offer even more clubs and events for students, families, and community members to engage in. With support from the Student Life Organization, we hope to instill strong civic, ethical, and moral values. We also are looking forward to working in partnership with the Lowell Community to provide enrichment opportunities for our students.

The Board is thrilled with everything that is happening at the Collegiate Charter School of Lowell, including the five-year renewal, building of the high school, and development of the Student Life Organization. The growing number of students on the schools waitlist is a testament to the exciting opportunities at the school.

The Board of Trustees would like to thank all of the staff, community members and families for their continued support in making this school great.

Sincerely,

Walter McGrail, President
CCSL Board of Trustees

School Performance and Program Implementation

Faithfulness to the Charter

Mission and Key Design Elements

Objective: CCSL will prepare students to reach their fullest potential through the academic program (p.1 CCSL Charter Application).	
Measure: Each year, all summer school students will demonstrate mastery of the Common Core State Standards of the respective grade level and subject by earning an average score of 70% or higher by the end of summer school, which is based on SABIS® summer school exams.	Kinds of data gathered/data collection plan: CCSL will provide students who are struggling in either English Language Arts or mathematics with an intensive four-week summer school program to provide them with the chance to increase their grade in the respective subject Summer school rosters, report cards, SABIS® internal exams.
Measure: CCSL will provide students who are one school year or more behind in reading with Read Live. Each year, all students enrolled in the program will increase their reading level by half a grade level.	Kinds of data gathered/data collection plan: Read Live reports for students who were receiving Tier 2 or Tier 3 supports through the Multi-Tiered System of Support (MTSS)
Measure: Annually, CCSL will achieve a 95% promotion rate for each grade taking formalized assessments (according to the SABIS® promotion criteria of having a 60% score or higher in English and mathematics on the final End of Year report card).	Kinds of data gathered/data collection plan: Promotion and retention rate, End of Year report cards. Current 97% rate of promotion (excluding possible summer school retention)

Objective: Students at CCSL will develop strong civic, ethical, and moral character.	
Measure: The annual aggregate average score earned by students in all grades on the code of conduct will be 80% or higher as shown on End of Year report card.	Kinds of data gathered/data collection plan: Report card code of conduct scores. <i>(Report cards show scores for the following criteria: compliance with rules, cooperation/helpfulness, effort, good manners, honesty, punctuality, respect for faculty and student property, responsibility towards academic work, self-control, wise use of time.)</i> Increase in Student Life participation. Student Life Organization is a “society” that is run by the students for students in order to achieve a sense of social responsibility, compliment the students’ education, and promote a high standard of ethical and moral values. Reading Buddies/ Peer Tutoring Prefects at Parent/Teacher Conferences Implementation of PAWS MCAS Spirit Day

Objective: CCSL will engage families through events and communication tools that provide a positive home-school connection.	
Measure: CCSL will hold at least three parent events throughout the year to promote supporting their students at home.	Kinds of data gathered/data collection plan: Calendar of events (new parent night, back to school night, parent teacher conferences), attendance records, at home checklist for parents, parent connection meeting notes. Parent advisory council started, parent connection, Web parent app, communication via automated calls, email, letters, phone calls, book fair, etc.
Objective: Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency.	
Measure: Each year, CCSL will provide at least three full professional development days for teachers, each with a 95% attendance rate, with topics including providing differentiation for special education and English Language Learners.	Kinds of data gathered/data collection plan: Professional development day agendas and calendar, sign in sheets, copies of presentations.
Teachers will fill out a professional development day survey after each full professional development day, with 90% of teachers or more stating that the professional development received was effective and applicable to their practice.	Staff was comprehensively surveyed at mid-year on their feedback relative to professional development and in services. SABIS Corporate staff conducted staff surveys upon completion of workshops and other PD sessions.
Measure: 100% of CCSL teachers will receive a minimum of four observations (two of which are formal observations) annually that provide written feedback on instructional practices, student engagement, and classroom management.	Kinds of data gathered/data collection plan: Completed SABIS® observation forms. Teachers received weekly feedback on lesson planning. New teachers checked in weekly with AQC regarding lesson planning, classroom management, and instruction delivery.

Implementation of Key Design Elements

In the past school year, Collegiate Charter School of Lowell has implemented many of the key design elements listed in the charter application. As the school grows and attains its maturity, these elements will continue to be developed and broadened.

The school day ran from 8:30 am to 4:00 pm. and allowed for more learning time than the Lowell District schools.

All teachers and staff worked with students to encourage and model manners and good character traits. During the course of a typical day, teachers will routinely pause to compliment students or classes on the use of good manners and offer practical advice on how to improve, if needed. The cumulative effect of these “teachable moments” is a training in small acts of kindness and consideration that positively impacts school climate and culture. This habit-building element of character formation is a key component of the school’s character program. In addition, CCSL has implemented the PAWS (Personal Best, Act Responsibly, Work and Play Safely, Show Respect) system of distributing paper cards with paws on the for positive, model behavior and has instituted an incentive to attain as many paws as possible throughout the school year.

Pacing Charts

Instruction is based on a curriculum guided by pacing charts which requires teachers and learners to stay on target for completing required subject matter concepts. This curriculum has been aligned with the Common Core State Standards since August 2013. The pacing charts serve as a syllabus detailing what should be taught, week-by-week, throughout each of the two terms of the school year. The pacing charts ensure that instructors teach the essential skills and knowledge required for advancement. Through carefully created instructional planning and point-by-point teaching following a pacing chart, all students master the material and progress at the designated pace. Each separate point is taught to the class through presentation, explanation, examples during the “Teach” portion. Students then engage into a group activity on the point, followed by an independent written activity. This activity is then checked by the teacher as well as academically strong prefects. Teachers lead the students in accomplishment of the first point before moving on to the next. If necessary, teachers re-teach a point until students demonstrate understanding, and the point is checked off. The class then moves on to the next point. Students who don't master the essential material receive additional support.

SABIS Point System® of Instruction

The SABIS Point System® of Instruction is used by all teachers to ensure students follow the daily plan for learning. The SABIS Point System® consists of the teaching listing the content objectives, called points, to be covered during a lesson on the white-board prior to class and goes through each point/concept one by one as explained above. This list of points essentially serves as an agenda for the class.

Student Prefects

Teachers utilize academically strong CCSL students as prefects to aid classmates who need additional support in the subject matter. Class prefects provided assistance to fellow students, while gaining a deeper grasp of the curriculum and growing in responsibility. Prefect development is monitored and encouraged by teachers and administration through the course of the school year.

Group Leaders

Teachers utilize behaviorally strong CCSL students as group leaders to aid classmates who need to stay on task during instruction. Group leaders ensure that during group and individual tasks throughout instruction, students stay on task, have necessary materials, are organized, and follow the teacher's directions. Group leader development is monitored and encouraged by teachers and administration throughout the course of the school year.

Data-Driven Decision Making

Regular assessments coupled with prompt feedback allowed teachers to give needed review in a timely way. The SABIS® periodic and Academic Monitoring System (AMS) exams provided weekly feedback through computer assisted data analysis. All exams are fully aligned with the Common Core State Standards and what is being taught in the classroom and modified as needed for changes in pacing or individual student needs. Data-driven decision making is the process of gathering student data – academic performance, attendance, demographics, and other information – which aids administrators, teachers, and parents in accurately assessing student learning. With this information, adjustments to teaching styles or curricula can be made resulting in measurable improvements. The concept of data-driven decision making at CCSL stresses continuous improvement as data are collected for a well-

defined sets of objectives on an ongoing basis, so that subsequent action plans can be designed to address these objectives. Data-driven decision-making is facilitated and supervised by the Academic Quality Controllers (AQC).

Teacher Training/Professional Development

The academic school year of 2017-2018 began with a 10-day teacher-training program, educating new staff about SABIS® curriculum and philosophy, and providing teachers with professional development in the areas of academics, classroom management, and data analysis. Teacher training days during the course of the year allowed for review and discussion of the SABIS Point System® and the SABIS performance monitoring system, SABIS Talent®, so that each teacher will continue to improve the quality of teaching and student learning. Additionally, teachers are systematically given opportunities for observation of accomplished teachers on and off campus, and provided with feedback internally at least once weekly by means of meetings and informal/formal observations by the Academic Quality Controller (AQC) and Director.

SABIS® Digital Platform/Parent Communication

SABIS® Digital Platform has been used for keeping parents abreast of students’ grades, attendance and behavior, has been implemented since the beginning of the 2014-2015 school year. Regular parent meetings have been held by means of parent teacher conferences twice throughout the school year, and scheduled parent meetings by the Student Management Deputy Coordinator and the Academic Quality Controller to discuss behavioral/academic concerns as needed. CCSL has informed parents of the SABIS® Digital Platform Application and On-Demand Tutoring (ODT) feature that helps students in Grades 1 and above review concepts taught in class for Mathematics and English Language Arts.

Amendments to the Charter

Date	Amendment Requested	Approved?
	We had no amendment requests during the 2017-2018 school year.	

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Education Program	Literacy Initiative	SLO Coordinator and school staff	Curriculum	All Staff and Students	Student Life Coordinator set off a school wide initiative for “One School, One Book” reading program introducing the books Wonder and A Fish in A tree for grade 4-7 and Charlotte’s Web and Stuart Little grades K-3 to cultivate literacy at home and school.
Discipline	Ticket Initiative	Student Management	Curriculum	All Staff	Student Management department implemented a new discipline “ticket system” to increase positive behavior and classroom management.
Education Program	Parent Info Night	AQC K-3 AQC 4-7	Curriculum	All parents – returning, new and prospective	All parents were invited to learn more about the academic program and expectations their students would encounter during the upcoming school year.
Education Program	Move-up Day for KG Students	Director AQC K-3 KG Teachers SLO	Curriculum	KG Parents	KG parents visited the school to join their KG student as they visited their new first grade classroom. Parents were able to learn more about the first grade curriculum and a day in the life of a non-kindergartner at CCSL.
Education Program	Spring 2018 Mother’s Day Luncheon and Father’s Day celebration for Grades KG	KG teachers, AQC K-3, staff and parents	Family Engagement	KG parents	On this day parents were able to visit our KG classrooms and observe their child during instructional times. Parents then joined their child for a special luncheon to honor our mothers.
Safety	Safety First	Lowell Police and Fire Departments	Social, Emotional and Health Needs	Lowell Police and Fire Department Representatives	Representatives from our local Police and Fire Departments visited to speak to our students and staff about safety. The Police Officers discussed safety in our communities, gangs, peer-pressure, bullying. Firefighters discussed fire safety and what to do in case of emergency.
Safety	Best Practices for emergency situations and evacuations	Lowell Public School Resource Officer	Social, Emotional and Health Needs	School Staff	Sargent Peaslee spoke to school staff regarding safety measures and best procedures for evacuation procedures.
Education Program	Senator Visits	School Tour	Curriculum, Mission & Key Design Elements	Sen. Eileen Donoghue	Sen. Donoghue visited CCSL to tour our facility and with students and staff. She was able to observe numerous classrooms. She also spent time speaking with the school

					director and members of the board of trustees about the program offered at CCSL and the benefits it provides to Lowell students.
Education Program	Education Commissioner Visit	School Tour	Curriculum, Mission & Key Design Elements	David Driscoll Former Ma Education Commissioner	Mr. Driscoll visited CCSL to tour our facility and with students and staff. He was able to observe numerous classrooms. She also spent time speaking with the school director and members of the board of trustees about the program offered at CCSL and the community
Education Program	Sabis International Visitors	School Tour	Curriculum, Mission & Key Design Elements	Carl Bistany Sabis International President	Mr. Bistany visited CCSL and met with Pillar team to discuss the progress and innovative design coming to the US schools from Lebanon. He was able to observe numerous classrooms. He also spent time speaking with the school director and members of the board of trustees about the program coming to enhance the CCSL education.
Education Program	Black History Month	School Community	Community Event	Black History Celebration	Students and staff celebrated Black History by reading African American poems, performed traditional dances and played music from African American history.
Facilities	Girl Scouts	Girl Scouts of America	Family engagement	Students	Volunteer teachers start- up of Girl Scouts Across America for grades K-2
Facilities	Summer Lunch Program	Merrimack Valley Food Bank	Community Outreach	Greater Lowell Community	Merrimack Food Service was invited to use the CCSL kitchen facilities to prepare lunches for those in need in the Lowell Community.
Facilities	Basketball available to local community	Student Life Coordinator	Community Outreach	Local Community	CCSL allowed SJA basketball league to use its facility on a weekly basis during basketball season.

Success of the Academic Program

Student Performance

External Assessment

Massachusetts Comprehensive Assessment System (MCAS)

Collegiate Charter School of Lowell's 2017 MCAS data can be viewed on the school's report card posted on the Department of Elementary and Secondary Education's website at:

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=35030205&fycode=2017&orgtypecode=6&>

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs)

Collegiate Charter School of Lowell administered the Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs) during January and February of the 2017-2018 academic year.

ACCESS for ELLs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirements that mandates states to evaluate ELL students in grades K through 12 on their progress in learning to listen, speak, read and write in English.

According to the 2018 ACCESS results, 35% of CCSL' (27) EL students reached overall proficiency in English level 4.0+. With the new EL scaling level, these students (if child also does well on his/her report card) are able to be reclassified as Formerly English Learners (FEL). In addition, another 41% of CCSL' (35) EL students scored at a Level 3.5 -3.9 indicating that they are working their way towards proficiency. During the academic year 2017/2018, there were 118 ELL students. We had 8 (9%) Newcomers and 22 (26%) students that were between levels 1.0-2.9. We were able to strategically split them into mixed groups based on grades, levels, and service needs to ensure that students' needs were met.

Internal Assessment

The internal assessment systems at CCSL are organized around the primary purpose of improving student learning. Assessment systems provide useful information about the attainment of goals and the academic progress of CCSL students, including accountability for essential concepts learned at each grade level in the core subjects. Classroom assessments are integrated into curriculum and instruction through SABIS® Periodic Exams and computerized SABIS Academic Monitoring System® tests. Such assessments reflect students' actual knowledge and are created to be adapted to accommodate the specific needs of particular students. CCSL believes assessments are valid when they measure what has been taught.

SABIS Academic Monitoring System® (AMST™)

On an ongoing basis, internal AMST™ exams are administered in English to all students in grades 3 and above. Internal AMST™ exams are administered in mathematics to all students in grades 2 and above. Internal AMST™ exams are administered in science to all students in grades 5 and above.

Based on the results of these weekly tests, pacing is reviewed/modified, teacher meetings are held, and students are placed in intensive classes and re-taught/retested on missed concepts.

SABIS® Periodic Exams

All students receive regularly scheduled internally SABIS®-created periodic exams in all subjects. These exams, similar to AMS, are used during weekly teacher meetings, when reviewing/revising pacing, and the placement or removal of students from the Intensive Programs.

Math:

The revised Massachusetts Mathematics standards, approved in March 2017, fall into two categories. Some standards were edited to improve clarity or to give specific examples and other standards were shifted to higher grades. For example, the standard concerning area and circumference of circles was moved from grade 6 to grade 7. Rational, trigonometric, and logarithmic functions were moved from Integrated Math II to Integrated Math III.

The SABIS® mathematics curriculum is fully aligned to the revised standards for Mathematics for all grades in the 2017/18 school year and the revised standards are noted at the end of the pacing charts for each course. Revisions to the math curriculum will be communicated to teachers during the teacher training weeks in August and during ongoing training and meetings throughout the year.

English Language Arts and Literacy:

In March 2017, the ELA learning standards for Massachusetts were revised to add new standards to some clusters under certain strands. The main objective of the revision is to make connections to the Standards of Mathematical Practice. For example, the third standard under the Key Ideas and Details cluster and Reading Informational Text strand was modified to add mathematical ideas to the list of concepts which may be connected within a text. Another example is that two standards were added under the Vocabulary Acquisition and Use cluster and Language strand to account for the recognition of abbreviations and symbols. In AY1718, the pacing charts which map out the curriculum included the new standards as acknowledgement of these revisions. In AY1819, the curriculum and instructional materials will be updated to reflect the revised standards.

Science:

In January of 2016, the Board of Elementary and Secondary Education adopted the 2016 Science and Technology/Engineering Standards. Based on this change, the pacing charts which map out the curriculum for AY1718 were updated to align to the new Massachusetts (NGSS Adopted) standards for all grades including Grade 5. In December 2016, the state released the standards that the students were to be tested on in Grades 5 and 8. The pacing charts were reviewed to make sure that all the standards were aligned and covered. Moreover, during the revision period for the state exams, students reviewed the concepts that they were to be tested on using revision sheets that cover the material and released state exam questions. Beginning in AY1819, all grades will be applying the 2016 Science and Technology/Engineering Standards.

Program Delivery

Student Achievement Trends

For 2017/18, cohorts as well as grade levels at CCSL made positive gains in most subjects assessed.

Academic Priorities determined for the 2017-18 school year

2017 PARCC scores and internal testing data was reviewed by the administration, including the Director, Academic Quality Controllers (AQC's), and Special Education Academic Coordinator for trends and school-wide concerns. Once this information was sorted, the AQC and SABIS® corporate program coordinators held MCAS summits in the fall of 2017 with the teachers to discuss results and

trends. The PARCC scores along with teachers' feedback was discussed with SABIS® Educational Systems for evaluation of pacing charts and the amount of time spent on the various concepts. In order to prepare for the MCAS 2018 spring assessments, CCSL held an MCAS training session for students identified as scoring low in English and mathematics during the April vacation week. Diagnostic and midterm exams for English and mathematics allowed the identification of gaps in student knowledge and provided data for re-teaching concepts prior to MCAS exams. In preparation for the fifth grade MCAS in Engineering and Technology, SABIS® provided sample questions from previous MCAS exams, as well as midterm exams to assess students' knowledge prior to state testing, with time paced in for re-teaching concepts as needed. In order to prepare for the eighth grade MCAS in 2019, fifth and sixth grade students were assessed on their grade level concepts weekly by internal AMS™ exams, and were retaught concepts they had not mastered. Next school year, the fifth graders will also be assessed on MCAS skills by means of internal AMS™ exams in science to better prepare them for the MCAS exam in Engineering and Technology.

Newly instituted priorities for the 2017-2018 school year

After analyzing the results of the 2017 Mathematics, English, and Science MCAS, the academic team wanted to strengthen the curriculum in order to perform better on state testing open response in both ELA and math. In order to strengthen the component of the curriculum, the academic team ensured that all classroom teachers in grades 3-7 incorporated state testing open response questions on in-class assignments and homework in addition to monitoring the results of these types of questions on internal assessments. In order to better prepare students for these, teachers taught a YAAY strategy for English Language Arts open response questions as well as a TTQA strategy for Mathematics open response questions. In addition, SABIS® pacing charts incorporated MCAS sample questions into instruction for mathematics and English, as well as on the AMS™ internal exams. In addition to open response questions, SABIS corporate, together with the academic team at CCSL, held an MCAS summit for all teachers in the fall of 2017 to analyze MCAS in grades 3 and above to improve their ability to answer questions thoroughly and in detail.

In order to provide on-going support to new and struggling teachers, the Academic Quality Controller provided ongoing support with classroom instruction and management. In addition, the Academic Quality Controllers held individual meetings with each new teacher on a weekly basis to strengthen their repertoire of instructional and lesson planning skills, provided lesson plan feedback at least once a month. Finally, in order to ensure all teachers and staff were working effectively to increase student performance, CCSL provided professional development opportunities and mentoring with peer observations.

After school tutoring program was implemented 2 to 3 days a week by grade level teachers in Kindergarten and grades 3-7 to help assist students who needed extra help in math and ELA. There was also direct phonics instruction in the mornings for K-2 classrooms.

Changes Implemented for support of Diverse Learners

CCSL accepts responsibility for the performance of each of its students. CCSL follows a code of conduct that supports responsible behavior by all students, faculty, and administrators. CCSL holds the following beliefs that guide how decisions are to be made and how actions are to be taken throughout its school:

- Students can achieve their full potential of educational excellence
- An acceptable curriculum is based on: mastery of essential concepts, clear performance goals, and objectives aligned with state standards
- Efficient use of classroom time and effective classroom management enhance learning
- An assessment system that provides academic and non-academic information addresses students' individual differences and needs, and assures accountability for performance by the school

- A desirable school climate reflects the degree to which discipline, ethical practices, and behavior are founded upon both responsibility and respect for both self and others by each individual

A range of programs at CCSL have been initiated to target continual improvement in student performance. Re-teach sessions use the SABIS AMS® exams and SABIS® Periodic assessments to identify students who have not mastered a concept or skill. The student is then reassessed to verify mastery.

CCSL has a Multi-Tiered Support System, previously called Response to Intervention Team (RTI), composed of administrators and teachers. The team uses classroom evaluations, assessment data, and teacher referrals to identify students who are struggling in general education instruction. A number of interventions are considered to assist the student through differentiated instruction. The team uses progress monitoring to assess the success of interventions on a student-by-student basis.

Intensives

Students who are identified as being noticeably behind in ELA or math are placed into an intensive class led by one designated full-time teacher, typically consisting of a relatively small number of students, either held as a push-in or pull-out session. In order to decrease students' gaps, CCSL has hired a second math intensive teacher in the 2017/18 school year. The math and reading intensives have been assigned to grades K-3 or 4-7 based on the higher population of need in their designated subject area throughout the school.

Reading Interventions

Students who are identified as struggling with reading receive one of many supports. The school trained all teachers in the Accelerated Reader program, while special education staff has been trained in the Read Live program.

After progress through multiple interventions based on the MTSS tiered model, students who are unable to make progress will be referred for evaluation to the school's 504 plan coordinator or to the Special Education Department. The school has been moving towards a Special Education Inclusion model. In order to support this, the school has three Special Education teachers. These teachers provide direct support in the regular classroom, as well as in pull-out sessions, collaborating with the core subject teacher. Three Special Education paraprofessionals provide further support for special education students in the regular education classroom.

CCSL uses parent responses on the school's Home Language Survey form and diagnostic testing at the time of enrollment to identify possible Limited English Proficient (LEP) students. These identified students are assessed by our ELL test administrator using the WIDA Screener kit for grades 1-7 and WIDA MODEL for kindergarten students. From these results, students determined to be LEP receive Sheltered English Immersion (SEI) instruction (Push in and or Pull out) depending on the service needed. CCSL has three full-time, ELL teachers and an ELL director to instruct students. As discussed in the External Assessment section, above, the school's ACCESS results show that the ELL program is successfully leading students towards English language proficiency.

CCSL administrators and teachers are always looking for ways to bolster program delivery to support diverse learners. After reviewing MCAS data, internal testing data, and reviewing feedback from teachers and parents the following changes were made and supports were added in the 2017-2018 academic year:

- a) In order to enhance ELL students' performance in non-ELA subjects, ELL and SEI certified teachers provided support in the regular classroom as well as pull out services.

- b) In order to increase performance on open response question performance, teachers were required to include open response questions into all subjects and have all 3rd and 4th grade students use notebooks on a daily basis to answer higher-order thinking questions in written form.

Academic Monitoring System exams (AMS) are given weekly during the school year to assess progress in grades 2 and above in mathematics, and grades 3 and above in English, as well as in grades 5 and above in science. Periodic exams are given every four to six weeks in grades 1 and above to assess academic progress.

The reading comprehension skills of all students in grades 1-3 have been pre-assessed at the beginning of the 2017/18 school year by the STAR reading test from Renaissance Place. Grades 1-3 participated in the Accelerated Reader program from Renaissance Place, which aids improvement of reading comprehension skills, since the beginning of the 2017/18 school year. Those struggling with reading would be placed in a FastTrack program where the pacing was slower and more time for repetition of materials. The Accelerated Reader program will be implemented in more detail in the 2018/19 school year by giving a designated reading hour/period which will be called DEAR time, and by making the library more accessible using a mobile library and classroom libraries with access to books within their reading range that they can check out and read at school and at home. We will also be implementing a Reading Street K-2 literacy program in the 2018/2019 year where students will have 4 books that will rotate out with activities and reading guides for students and parents to respond to the texts presented. Students in grades 3-8 will also be in a literacy program where they will be reading a series of books and critically analyzing and discussing the content through literacy circles.

Areas for improvement for the upcoming year will involve linking reading comprehension intensive instruction with the SABIS® reading comprehension Anthology series so as to enforce the use of reading comprehension skills throughout reading grade level texts, and promoting reading strategies through the Read Live program.

Social, Emotional, and Health Needs

CCSL hired a Deputy Director to assist in all areas, a new Student Management Coordinator, and a security officer increasing the number of student management staff to five. Student management personnel were strategically placed on certain floors/grade levels to enhance relationships with students who they best associate with. This allowed student management staff to become familiar and responsible for specific student social and emotional development requirements and provide parent / guardian school point of contacts. School student management staff met routinely with school social worker. School student management staff met with external agencies to develop additional home support systems when needed for student, parent, and guardian support. Routine student discipline reports were sent to parent / guardian / external agencies to monitor school student discipline performance. Student management staff and school social worker met with parent / guardian to review student discipline referral reports and establish systematic in school / home plans to address school discipline performance. A new ticket system was implemented to track student infractions and behavior allowing for more positive celebrations. Deputy Director reviewed and revised school Safety plan and provided plans for each staff member in conjunction with outside resources and Student Life Coordinator. Ongoing, monthly student management discipline report updates were provided to the Director and Board of Directors.

Organizational Viability

The school's board consists of nine community members with expertise and experience in various fields, including education, business, finance, accounting, construction and real estate. For the school year, 2018-2019, the board, with the School Director, successfully completed the renewal process with an awarded charter for the next five years. For the upcoming year, the board plans to continue this work.

Board meetings are held monthly at the school.

Organizational Structure

CCSL added a Deputy Director, a PE Teacher, P/T Nurse, ITL Coordinator, Security Guard, two 7th Grade Teachers, one 2nd Grade Teacher.

Teacher Evaluation

SABIS® uses a modified version of the Massachusetts teacher evaluation model. All Academic Quality Controllers (AQC's), teachers and paraprofessionals must complete and submit to their supervisors a portfolio that includes student and professional performance goals. AQC's, teachers and paraprofessionals must then choose sixteen out of the thirty-two criteria and supply evidence to the degree that each of the goals and criteria were met.

Budget and Finance

Collegiate Charter School of Lowell

Fiscal Year 2017-2018

Statement of Revenues and Expenses

Operating Revenue

Student Tuition	9,160,307
Transportation	421,503
Federal Grants	475,397
State Grants	0
Food Service Income	183,696
After School Program	98,350
Other Income	43,241

TOTAL OPERATING REVENUES	10,382,494
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Operating Expenses

Marketing & Recruitment	15,242
Bank Fees	90
Board & Trustees Expense	9,730
Classroom & Other Supplies	466,830
Food Service Purchased Service	275,824
Student Transportation	521,280
Grants Program	472,989
Insurance	15,857
Interest	0
Purchased Instructional Services	737,213
Management Fee	552,910
Utilities	114,666
General Administrative, Office	
Supplies, Postage, Dues Etc.	14,580
Payroll Services	26,876
Professional Services	85,167
Repairs, Maint & Supplies	278,066
Salaries & Benefits	3,774,447
Staff Development	18,239
Special Education Outsource	176,306
Rent	2,168,822
Telephone	4,135
Computer Expenses	46,060
Depreciation Expense	161,348

TOTAL OPERATING EXPENSES	9,936,678
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Change in net assets	445,816
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Net Assets, Beginning of Year	1,682,937
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Net Assets, End of Year	2,128,752
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Note: This Statement reflects preliminary unaudited numbers

A. Statement of Net Assets

Collegiate Charter School of Lowell

Statement of Net Assets as of June 30, 2018

Assets

Current Assets

Cash & Cash Equivalents	1,649,754
Prepaid Expenses	176,540
Receivables	<u>165,463</u>

TOTAL CURRENT ASSETS **1,991,757**

Capital Assets

Property & Equipment	993,660
Less: Accumulated Depreciation	<u>-344,204</u>

TOTAL CAPITAL ASSETS **649,456**

Total Assets **2,641,212**

Liabilities

Accounts Payable	172,811
Accrued Compensation	<u>339,649</u>

Total Liabilities **512,460**

Total Net Assets **2,128,752**

Total Liabilities & Net Assets **2,641,212**

Note: This Statement reflects preliminary unaudited numbers

B. Approved School Budget for FY18

**COLLEGIATE CHARTER SCHOOL OF LOWELL
FISCAL YEAR 2018-2019 APPROVED SCHOOL BUDGET**

Capital Budget

Furniture & Equipment	26,615
Computer Equipment & Software	35,000
Building and Grounds	<u>250,000</u>

TOTAL CAPITAL OUTLAY 311,615

Operating Budget

Operating Revenues

Student Tuition	10,052,361
Federal Grants	363,054
State Grants	0
Food Service Income	237,610
After School Program	94,500
Miscellaneous	<u>28,000</u>

TOTAL OPERATING REVENUES 10,775,525

Operating Expenses

Marketing and Outreach	27,000
Bank Fees	100
Board of Trustees Expense	15,000
Classroom and Other Expenses	489,750
Food Service Purchased Service	342,258
Grants Program	363,054
Insurance and fees	382,126
Purchased Instructional Services	804,189
Management Fee	603,142
Utilities	151,137
General Administrative, Office	
Supplies, Postage, Dues Etc.	39,600
Payroll Services	23,000
Professional Services	68,500
Repairs, Maint & Supplies	252,963
Salaries & Benefits	4,741,194
Staff Development	22,000
Special Education Outsource	181,800
Rent	1,800,000
Telephone	6,280
Computer Expenses	61,896
Depreciation Expense	<u>175,000</u>

TOTAL OPERATING EXPENSES 10,549,988

Change in Net Assets 225,537

Net Assets, Beginning of Year 2,128,752

Net Assets, Ending of Year 2,354,289

FY2018-2019 Budget Approved by Board of Trustees on March 20, 2018

FISCAL YEAR 2018-2019 CAPITAL PLAN

**Collegiate Charter School of Lowell
Capital Projects Planning Fiscal Year 2018-2019**

Type	Description	Estimated Cost
Building		
	Classroom Marker Boards	\$ 15,000
	Computer lab Wiring	\$ 20,000
	Internet Wiring/Low Voltage- Cat 6 cable	\$ 50,000
	Signage-Internal	\$ 7,000
	Signage-External	\$ 18,000
	PA System/Clock	\$ 20,000
	Phone System	\$ 20,000
FF&E		
	Classroom Furniture (Desks and Chairs)	\$ 25,115
	Administrative Furniture (Desks & Chairs)	\$ 1,500
	Computer Equipment	\$ 35,000
	Kitchen Equipment	\$ 25,000
	Playground Equipment	\$ 75,000
TOTAL		\$ 311,615

All Capital Projects to be completed by June 2019. No Outside financing is required.

Appendix A

Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCSL will prepare students to reach their fullest potential through the academic program (p.1 CCSL Charter Application).		
<p>Measure: Each year, all summer school students will demonstrate mastery of the Common Core State Standards of the respective grade level and subject by earning an average score of 70% or higher by the end of summer school, which is based on SABIS® summer school exams.</p>	Met	<p>Kinds of data gathered/data collection plan: CCSL will provide students who are struggling in either English Language Arts or mathematics with an intensive four-week summer school program to provide them with the chance to increase their grade in the respective subject Summer school rosters, report cards, SABIS® internal exams.</p> <p>Evidence for meeting objective: The Summer School program has been conducted annually by CCSL and can be seen on our annual calendar. Eligible students in grades K-7 attended Summer School for ELA/Mathematics to improve their academic skills in ELA/Mathematics. The majority of Summer School students have been promoted to the following grades due to passing averages each year.</p>
<p>Measure: CCSL will provide students who are one school year or more behind in reading with Read Naturally. Each year, all students enrolled in the program will increase their reading level by half a grade level.</p>	Met	<p>Kinds of data gathered/data collection plan: Academic Monitoring System and Periodic (Unit) test scores</p> <p>Evidence for meeting objective: Struggling readers who are one year behind in reading were provided with a reading program referred to as "Fast Track" which provided students with a structured reading program at a grade level below their level to start and reaching grade level performance by end of year.</p>
<p>Measure: Annually, CCSL will achieve a 95% promotion rate for each grade taking formalized assessments (according to the SABIS® promotion criteria of having a 60% score</p>	Met	<p>Kinds of data gathered/data collection plan: Promotion and retention rate, End of Year report cards</p>

<p>or higher in English and mathematics on the final End of Year report card).</p>		<p>Evidence for meeting objective: SABIS promotion criteria have been implemented annually and show a promotion rate of 95% or higher in all school years. After-school tutoring, Multi-Tiered Support System implementation, and Summer School have supported struggling students annually.</p>
<p>Objective: Students at CCSL will develop strong civic, ethical, and moral character.</p>		
<p>Measure: The annual aggregate average score earned by students in all grades on the code of conduct will be 80% or higher as shown on End of Year report card.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan: Report card code of conduct scores. (Report cards show scores for the following criteria: compliance with rules, cooperation/helpfulness, effort, good manners, honesty, punctuality, respect for faculty and student property, responsibility towards academic work, self-control, wise use of time.)</p> <p>Evidence for meeting objective: Annual reports show that the character development percentage, which represents the code of conduct scores of students, has been higher than 80% annually. Having hired additional staff for the student management team, implementing the Student Life Organization aimed at character development in the 2017/18 school year, conducting book studies on classroom management techniques, as well as a full-time social worker has helped improve teachers' and administrators' skills of educating students about how to develop strong civic, ethical, and moral character.</p>
<p>Objective: CCSL will engage families through events and communication tools that provide a positive home-school connection.</p>		
<p>Measure: CCSL will hold at least three parent events throughout the year to promote supporting their students at home.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan: Calendar of events (new parent night, back to school night, parent teacher conferences), attendance records, at home checklist for parents, parent connection meeting notes.</p>

		<p>Evidence for meeting objective: CCSL, formerly LCCS, has implemented more than three annual parent events to educate parents about how to help their children at home. Each year, the Director and Academic Quality Controllers of CCSL conduct a parent orientation for new parents and returning parents to provide them with updates, a parent at-home checklist, and information on how to build/improve study habits. MCAS boot camps have been held throughout the February and April vacations to support students. Parent-teacher conferences twice annually have been held to educate parents about how to better support their children at home academically. Several events on how to help their children read more at home have been conducted throughout the last four school years, such as a Fast Track information night, educating parents of struggling readers on how to support their children better, and what strategies the school is using to improve students' reading comprehension.</p>
<p>Objective: Teachers will be provided with professional development opportunities that will increase instructional effectiveness for diverse learners and subject competency.</p>		
<p>Measure: Each year, CCSL will provide at least three full professional development days for teachers, each with a 95% attendance rate, with topics including providing differentiation for special education and English Language Learners.</p>	<p>Met</p>	<p>Kinds of data gathered/data collection plan: Professional development day agendas and calendar, sign in sheets, copies of presentations</p> <p>Evidence for meeting objective: CCSL has provided all teachers with a seven day professional development training prior to the beginning of each school year. Newly hired teachers have been provided with three additional days of training prior to the beginning of the school year. Topics of these annual trainings included the SABIS® Point System, Lesson Planning, differentiation to reach all students including ELs and students on IEPs and 504 plans. In addition, CCSL provides all academic staff</p>

		with at least three additional professional development days per school year, with topics including differentiation, student engagement, and the SABIS® Point System of instruction.
<p>Measure: Teachers will fill out a professional development day survey after each full professional development day, with 90% of teachers or more stating that the professional development received was effective and applicable to their practice.</p>	Met	<p>Teacher professional development day surveys</p> <p>Evidence for meeting objective: Teachers have filled out a staff survey on the professional development opportunities and other school-related items in the 2017/18 school year. Teachers have been provided with an online survey for the fall training workshop to provide the administrative team with feedback.</p>
<p>Measure: 100% of CCSL teachers will receive a minimum of four observations (two of which are formal observations) annually that provide written feedback on instructional practices, student engagement, and classroom management.</p> <p>Does this change to two observations - one formal and one informational?</p>	Met	<p>Kinds of data gathered/data collection plan: Completed SABIS® observation forms.</p> <p>Evidence for meeting objective: Teachers have been provided with observation feedback in written form at least four times annually that includes instructional practices, student engagement, and classroom management. Teachers' performance is reviewed annually with their supervisors and the Director.</p>
Objective: 100% Graduation Requirements		
Measure: H.S. Graduation Rate	N/A	
Objective: 100% College Acceptance		
Measure: Admission Rates	N/A	
Objective: Character Development		
Measure: Average Scores above 75%	Met	81.8% (year-end reports)
Objective: Student Attendance		
Measure: Attendance Rate at or above 90%	Met	96.5% (year-end reports)

Academic Program Success

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Met/Exceeds Expectations		
Measure: 2016 Spring PARCC (Grades 3-5)	Partially Met	ELA: 54% (ME, EE) Math: 44% (ME, EE) The school will make annual proficiency (advanced/proficient) gains on all PARCC/MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested.
Measure: 2017 Spring MCAS (Grades 3-7)		ELA: 54% (ME, EE) Math: 44% (ME, EE) The school will make annual proficiency (advanced/proficient) gains on all MCAS exams, and by the fifth year of the charter will achieve higher proficiency levels than Lowell Public Schools on all grades and subjects tested.
Objective: CPI Outperforms Lowell		
Measure: CPI 2016	Met	ELA: 84.9% vs 79.6% Math: 82.6% vs 73.9% The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.
Measure: CPI 2017	Met	ELA: 84.9% vs 79.6% Math: 82.6% vs 73.9% The school will outperform the sending district as evidenced by Composite Performance Index scores in the aggregate in English Language Arts and Math.

Dissemination

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p>Objective: The school will share the details of its innovative student prefect program with other Massachusetts public schools.</p>		
<p>Measure: Each year of the charter term the school will invite schools across the state to visit for an overview of the student prefect program.</p>	<p>Not Met</p>	<p>Kinds of data gathered/data collection plan: Invitations, sign in sheet, agenda</p> <p>Evidence for meeting objective: CCSL, formerly LCCS, has invited schools across the state to visit for an overview of the student prefect program. In the 2015/16 school year, a presentation evening for the prefect program was organized by the Director and Academic Quality Controllers. In 2016/17, the Academic Quality Controllers applied to the “DissemiNATION” event to present the SABIS prefect program. The CCSL EL department has been working with the Massachusetts Public Charter School Association on becoming a model school for supporting EL learners. This work started in 16-17 and will continue into 17-18, with CCSL’s EL department eventually presenting its model at future MPCSA PD offerings for other charter schools.</p>

Appendix B

Charter School Recruitment and Retention Plan

Recruitment Plan 2018-2019

School Name: Collegiate Charter School of Lowell

Date: 7/25/2018

2017-2018 Implementation Summary:

- CCSL continues to fully enroll and double the waiting list as the year goes by.
- The school has increased in demographic enrollment, SPED, ELL, and low income
- The Student Life Organization has offered more opportunity for student involvement in sports activities, which help attract parents interest in enrolling their children at CCSL
- An Extended Day Program is available for the parents who work late
- Spanish class is offered which helps increase our school enrollment as Spanish is a secondary language that is used in the US
- Due to the school effort to run CEP reports at least 3 times a year, now CCSL is eligible to participate in Community Eligibility Program for the 2018-2019 school year.
- The school enrolled more siblings in kindergarten than any other grade levels

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

General Recruitment Activities for 2018-2019:

- **CCSL-branded marketing materials such as pens and pencils that are distributed at all the marketing events.**
- **The school is in the process of having its tri-fold brochures, also currently available in English, Spanish, and Khmer, translated into Portuguese as well.**
- **CCSL has distributed fliers in three different languages within the community including English, Spanish, and Khmer. Portuguese was added due to the growing Portuguese speaking population in the school.**
- **Through extensive outreach to the local community, the school publicized its marketing materials at local food stores, churches, temples, libraries, restaurants, travel agencies, boys and girls clubs, City Hall, YMCA, local festivals and events, Cambodian Mutual Assistance Association (CMAA), community daycares, Community Teamwork Inc (CTI) – Headstart; Family and Children; Fuel Assistance, community's business district, CCSL website, Facebook page and school mailings. The CCSL recruitment team also visited Lowell Housing Authority, Lowell Career Center, Lowell Department of Children and Families, and The Law Office of Thomas Stylianos. The school also arranged for information sessions at the school scheduled at various times to accommodate different work schedules. We have conducted extensive outreach by attending various community events and registering for school public notices with the Lowell Sun and Khmer Post. Our recruitment manager has contacted community businesses to display our brochures and marketing materials to support Limited English Proficient families and low income families.**

- CCSL offered a tour after regular school hours to accommodate prospective parent's schedules.
- Due to an increase in Portuguese speaking families, CCSL hired Portuguese speaking staff that will be able to assist with recruitment.

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>GNT percentage: 9.8%</p> <p>CI percentage: 12.5%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Bi-monthly open house for students and parents receiving Special Education Services and/or English as a Second Language programming. • MTSS Process to begin screening for possible, greater intervention through Special Ed. Dept. • Informative website • Informative newsletters and advertisements for CCSL displayed in high-traffic areas throughout Lowell and in places such as the YMCA, Boys and Girls Club • CCSL's website and Facebook page contribute to awareness of services and programs at CCSL
	<p>(c) 2017-2018 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p>

Limited English-proficient students/English learners

<p>(a) CHART data</p> <p>School percentage: 19.2%</p> <p>GNT percentage: 21.2%</p> <p>CI percentage: 26.1%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> • Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies. • Yearly advertisement fliers in English also translated into Spanish, Khmer, and Portuguese drop-offs at different community locations such as Cambodian Mutual Assistance Association, Lowell Community Health Center, Coalition for a Better Acre, CTI-Head Start Program, etc. • Tri-fold brochures in English, Spanish, Khmer, and Portuguese which provided more information about CCSL and information about the different services available for ELL students • CCSL bilingual recruitment team visited and presentated at different early childhood open houses (during the enrollment periods) and collaborated with local community organizations to inform and recruit perspective students

	<ul style="list-style-type: none"> Annual advertisement (set up an informational booth) at the Southeast Asian Water Festival, African Festival, and Puerto Rican Festival
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 42.3%</p> <p>GNT percentage: 40.1</p> <p>CI percentage: 51.9%</p> <p>The school is above GNT percentages and below CI percentages.</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> Place informational posters advertising CCSL in local preschools and daycares that serve low-income families: YMCA, CTI - Head Start, CTI-Family and Children, CTI – Fuel Assistance, Lowell Department of Children and Families, Lowell Career Center Attending community events at the churches and temples, Acre Family Event Visit local immigration office, career training centers, and CTI for Fuel Assistance and leave fliers (English, Spanish, Khmer, and Portuguese), tri-fold brochures (English, Spanish, Khmer, and Portuguese) and enrollment applications
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Place informational posters advertising CCSL in local preschools and daycares from which most students will enter the districts’ public schools: YMCA, CTI. Place informational posters advertising CCSL in local public libraries and City Hall Share information on school website regarding MCAS performance at SABIS® schools in Springfield and Holyoke
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Multi-Tiered Support System and intensive instruction (push in, pull out) Diagnostic exams to place students in grade level geared to their needs Parent meetings upon request with AQC, SMC, SEAC and follow up PD for teachers on differentiation strategies to reach all students Social Worker communication with teachers on strategies to support individual students in need of emotional support and follow up with parents
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Not Applicable
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Not Applicable

Retention Plan 2018-2019

2017-2018 Implementation Summary:

- Kept the parents and community informed about the school events via the school website, Facebook, Twitter, phone calls, emails, text messaging, and reminders that were sent home in the students' folders
- SABIS® Digital Platform helps parents to keep track on their child/children's progress and any concerns that they need to be aware of
- Advance academic curriculum
- Extended Day Program
- After school extracurricular activities
- Foreign language at young ages
- SABIS® PrepList
- After School Tutoring
- MCAS Boot Camp
- Saturday Academy
- More cultural events since CCSL is a diverse school
- Open Houses and Parent-Teacher Conferences
- Parents involvement in the school events

Overall Student Retention (2017-2018 Actual)	
Actual student retention (percentage):	97.4%

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95.0%

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 15.1%</p> <p>Third Quartile: 16.7%</p>	<p>(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Training on eSTAR individual education program for all special education teachers and administrators (September 2017)
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data</p>

The school is below third quartile percentages.	change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 11.3%</p> <p>Third Quartile: 13.7%</p>	<p style="text-align: center;">(b) 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Newsletter and other communications translated into Spanish and Khmer • Highly Qualified English Language Learners staff who are fully certified to fulfill their positions
The school is below third quartile percentages.	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 9.6%</p> <p>Third Quartile: 12.6%</p>	<p style="text-align: center;">(b) Continued 2017-2018 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • After-school tutoring program • Extended day program • Free/Reduced price Breakfast program offered • Summer program
The school is below third quartile percentages.	<p style="text-align: center;">(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Parent Seminar on MCAS expectations • After-school tutoring program • MCAS preparation program, known as MCAS Boot Camp • Additional intensive classes for Math and English • Multi-Tiered Support System (MTSS)
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> • Provide after-school tutoring at no cost to all students at risk of failing English Language Arts and/or mathematics • Provide Tier 2 and 3 supports in English Language Arts and mathematics through the CCSL Multi-Tiered System of Support (MTSS) system • Weekly data analysis and follow-up on students at risk with parents by the administrative team at least once a month • Give students the opportunity to consult with the CCSL Social Work team as applicable • Offering retakes for SABIS® internal exams for all students who did not pass in English Language Arts and mathematics

	<ul style="list-style-type: none"> Offer MCAS additional help during April vacation for students who are at academic risk
<u>Students who have dropped out of school</u>	<p align="center">(f) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Not applicable
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2018-2019 Strategies</p> <ul style="list-style-type: none"> Not applicable

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	143	18.8%
Asian	174	22.9%
Hispanic	282	37.2%
Native American	1	0.1%
White	118	15.5%
Native Hawaiian, Pacific Islander	0	0%
Multi-race, non-Hispanic	41	5.4%
Special Education	90	11.9%
Limited English Proficient	146	19.2%
Economically Disadvantaged	321	42.3%

ADMINISTRATIVE ROSTER FOR THE 2017-18 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Mr. Frederick Randall IV, Director	Directs school operations	July 2015	June 2018
Mrs. Kirsten Hunkapiller, Academic Quality Controller, Grades 4-7	Directs academics and curriculum for grades 4-7	July 2014	July 2018
Mrs. Siobhan Quinlan, Academic Quality Controller, Grades K-3	Directs academics and curriculum for grades K-3	July 2016	
Mr. Gerald Martin, Business Manager	Manages business and finance	February 2014	August 2017
Mr. Carl Nystrom, Business Manager	Manages business and finance	August 2017	

Mrs. Patricia Montague, Special Education Academic Coordinator	Oversees Special Education program and personnel	July 2017	June 2018
Mrs, Vannak Theng- Sanders, English Language Learners, Coordinator	Oversees ELL program and personnel	August 2016	May 2018

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR

	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	54	22	0	Attendance, Termination, Resignation
Other Staff	47	13	0	Health, Termination, Resignation

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Mr. Walter McGrail	President	-	3	Term Length: 3 years Expires: 7/2019
Mrs. Kathleen McCarthy	Vice President	Academic	3	Term Length: 3 years Expires: 7/2018
Mr. Brian Chapman	Member	Governance	3	Term Length: 3 years Expires: 2/2018
Mr. Alan Miller	Treasurer	Finance	3	Term Length: 3 years Expires: 7/2017
Dr. Raquel Bauman	Member	Academic	3	Term Length: 3 years Expires: 7/2019
Mr. Pravin Patel	Member	Finance	3	Term Length: 3 years Expires: 7/2018
Ms. Erika Souza	Secretary	Academic/ Governance	3	Term Length: 3 years Expires: 7/2018
Mrs. Yun-Ju Choi	Member	Outreach	2	Term Length: 3 years Expires: 11/2018
Mr. Eric Nelson	Member	N/A	2	Term Length: 3 years Expires: 6/2019

Appendix D

Additional Required Information

Key Leadership

Position	Name
Board of Trustees Chairperson	Mr. Walter McGrail
Charter School Leader	Mr. Frederick A. Randall IV
Assistant Charter School Leader	Mr. Gerald Kayo
Special Education Director	Mrs. Patricia Montague
MCAS Test Coordinator	Mrs. Kirsten Hunkapiller
SIMS Coordinator	Ms. Chanphaly Ouk
English Language Learners Director	Mrs. Vannak Theng-Sanders
SIMS Contact	Ms. Chanphaly Ouk

Facilities

Location	Dates of Occupancy
1857 Middlesex Street, Lowell, MA 01851	Phase 1A: August 2016 Phase 1B: February 2017 Phase 1C: June 2017

Enrollment

Action	2018-2019 Date(s)
Student Application Deadline	February 28, 2018
Lottery	March 10, 2018

Conditions

No conditions.

Complaints

No complaints.

Attachments

No attachments.