



# Annual Report 2016-2017

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Community Day Charter Public School-Prospect  
Community Day Charter Public School-Gateway  
Community Day Charter Public School-R. Kingman  
Webster

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## **Non Discrimination Statement**

Community Day Charter Public Schools are committed to ensuring that all of their programs and facilities are accessible to all members of the public. We do not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, religion, homelessness, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students.

## Introduction to the Schools

<b>Community Day Charter Public Schools</b>			
<b>Type of Charters</b>	Commonwealth	<b>Location</b>	Lawrence
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	NA
<b># of Instructional Days during the 2016-2017 school year</b>	184 minimum number of days plus 6 snow days for 190 total scheduled days	<b>School Hours</b>	8 AM – 4 PM
<b><i>Community Day Charter Public School-Prospect</i></b>			
<b>Age of School (Year Opened)</b>	1995	<b>Year(s) Renewed</b>	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	400
		<b>Students on Waitlist</b>	709
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-8
<b><i>Community Day Charter Public School-Gateway</i></b>			
<b>Age of School (Year Opened)</b>	2012	<b>Year(s) Renewed</b>	2017
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	280
		<b>Students on Waitlist</b>	704
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-5
<b><i>Community Day Charter Public School-R. Kingman Webster</i></b>			
<b>Age of School (Year Opened)</b>	2012	<b>Year(s) Renewed</b>	2017
<b>Maximum Enrollment</b>	400	<b>Current Enrollment</b>	280
		<b>Students on Waitlist</b>	659
<b>Chartered Grade Span</b>	K1-8	<b>Current Grade Span</b>	K1-5
<p>The mission of Community Day Charter Public Schools is to provide a Kindergarten 1 through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage that student in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.</p>			

## Letter from the Executive Director, the Community Group

The 2016-17 Annual Report details significant progress in meeting charter accountability goals and common school performance criteria across the Community Day Charter Public Schools network.

Community Day Charter Public Schools (CDCPS) experienced a continued increase in student enrollment; 960 students were enrolled in our network, an increase of 80 students from the previous school year. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their fifth year in operation with each school adding grade 5 programs and serving a kindergarten 1 - grade 5 enrollment of 280; an increase of 40 students in each school from the previous year. CDCPS-Prospect continued to serve 400 students in kindergarten 1 - grade 8.

CDCPS continued to share and learn from our efforts to support Community Day Arlington (CDA), an elementary school within the Lawrence school district. CDA has transformed its relationships with families and the academic performance of its students. Students are achieving at CDA and we all are inspired by the hard work put in by the entire school community.

The 2016 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school's percentile rank of 89 placed them among the state's highest performing schools, though 67.3% of our students were identified by the Department of Elementary and Secondary as "high needs" students (economically disadvantaged, students with disabilities and English language learners).

This was a significant year for CDCPS-Gateway and CDCPS-R. Kingman Webster, which successfully completed their first charter renewed for the five year term 2017-2022. CDCPS-R. Kingman Webster also opened in its new location, converting part of an old Lawrence mill building into a bright, open center for learning. CDCPS is excited to use this to further teach its students about the hard working, blue collar culture for which Lawrence is known.

The school year came to a close on June 16 with the 8th grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 46 students in the class of 2017. We are excited to see what the future holds for these young women and men as they head off to continue their educational careers in the following high schools this fall: Abbott Lawrence Academy, Bradford Christian Academy, Central Catholic High School, Darrow School, Greater Lawrence Technical School, Lawrence High School, Methuen High School, Notre Dame Cristo Rey High School, Pingree School, Presentation of Mary Academy, St. Johns Preparatory School, and the Governor's Academy.

As we highlight the accomplishments of the CDCPS network, it is important to recognize those individuals who have dedicated their time, talent, and resources to help us excel. We are as always grateful to administrators, teachers, parents, and students who are dedicated to *going beyond* to achieve high standards of educational excellence at Community Day Charter Public Schools.

Sincerely,



Sheila Balboni  
Executive Director

## School Performance and Program Implementation

In addition to the detailed information provided in the Accountability Plan Evidence charts in Appendix A this section summarizes the progress of Community Day Charter Public Schools in three key areas: faithfulness to the charter; success of the academic program; and organizational viability.

- **Faithfulness to the Charter**

### Mission and Key Design Elements

Key design elements of Community Day Charter Public Schools reflect the core belief that *ALL* students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. Our schools provide faculty and staff with the resources and supports necessary to ensure that high-quality academic programs aligned to the Common Core and state learning standards are implemented to meet the range of student learning needs in every classroom. Teachers understand that student needs will vary in time and support in order to meet grade level learning goals. Student progress in relation to the standards is continuously monitored and instructional interventions based on assessment results are implemented by school leaders, classroom teachers, special education teachers, ELL teachers and academic specialists who collaborate extensively and share responsibility for each student's achievement. There is a true partnership with parents, who participate in activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in each school. CDCPS educators developed relationships with public and private high schools, local philanthropists and scholarship organizations so that our families have access to the school and financial assistance information they need to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide a positive transition from grade 8 to high schools chosen to meet students' educational needs and goals.

### Amendments to the Charter

The following amendments were requested during the 2016-2017 school year:

Date	Amendment Requested	Approved?
October 20, 2016	An amendment was submitted requesting a change in the enrollment policy for Community Day Charter Public Schools to comply with changes in charter school enrollment regulations (603 CMR 1.05: Student Recruitment, Enrollment, and Retention).	Yes – Approved by Commissioner Chester on October 31, 2016.

## Dissemination Efforts

In school year 2016-2017, CDCPS dissemination efforts focused on the city of Lawrence, working to expand its newest schools in the network and continuing our school turnaround effort within the Lawrence school district. The turnaround initiative is being implemented in collaboration with *The Community Group* (TCG), our nonprofit management organization that is approved by the Department of Elementary and Secondary Education to provide targeted assistance services to schools and districts in Massachusetts.

<b>Best Practice Shared</b>	<b>Year Dissemination Occurred</b>	<b>Vehicle for Dissemination</b>	<b>Criteria that best aligns to the shared best practice</b>	<b>With whom did the school disseminate its best practices?</b>	<b>Result of dissemination</b>
Academic Performance – Collaboration with the Guilmette School in Lawrence	2014-current	On-going professional development and technical supports	Curriculum, Instruction, Assessment	Guilmette School in Lawrence	2014 – Sharing of CDCPS benchmark system and tests, support in the area of grading and report cards 2015 – Development of 2 <sup>nd</sup> grade benchmark math bank with Guilmette staff 2016 – Support of grades 3-4 ELA and writing adjustments for PARCC – Support for ELA writing adjustments for PARCC for grades 5-8 via mini-lesson development
Whole School Turnaround (Community Day Arlington) – Sharing of Human Capital Best Practices	2012-current	Providing dedicated shared services team staff to CDA; Seeding CDA with transferred seasoned faculty from CDCS schools (school leadership and teachers)	School Leadership, Professional Climate	Lawrence District US DOE Kellogg Foundation	Revamping of staff and greatly increased professional development opportunities; regular use of data to drive instruction and curriculum.
Whole School Turnaround (Community Day Arlington) – Actual School Recovery	2012-current	Managing the school for the district receiver	Mission & Key Design Elements	Lawrence District US DOE Kellogg Foundation	Moved school from a Level 4 school to a Level 1 school in 3 years.
Whole School Turnaround (Community Day Arlington) – Early Learning Design Component	2012-current	Brought early learning to school. Worked closely with City of Lawrence to develop model based on TCG's previous success for four year old learning.	Mission & Key Design Elements, Family Engagement	Lawrence District	Community Day Arlington now has an early childhood center along with a full parent education component. Parents can even complete early childhood education programming in order to become state licensed as a Family Child Care Provider or Certified Family Child Care Assistant.

## School Performance and Program Implementation

- **Academic Program Success**

### **Student Performance**

CDCPS-Gateway and CDCPS- Webster just completed their fifth year of operation serving students in kindergarten 1 – grade 5; therefore the MCAS was only given two times for these schools. The MCAS 2016 data for all CDCPS network schools can be accessed on the Department of Elementary and Secondary Education's School and District Profiles website using this link to the school's 2016 Report Card:

*CDCPS-Prospect:*

<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2016&orgcode=04400205>

*CDCPS-Gateway:*

<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2016&orgcode=04260205>

*CDCPS R.-Kingman Webster:*

<http://profiles.doe.mass.edu/accountability/report/school.aspx?fycode=2016&orgcode=04310205>

The 2016 MCAS performance of CDCPS-Prospect contributed to a Level 1 Accountability and Assistance Level. The school's percentile rank of 89 placed them among the state's highest performing schools, though 67.3% of our students were identified by the Department of Elementary and Secondary as "high needs" students (economically disadvantaged, students with disabilities and English language learners).

The school year came to a close on June 16 with the 8<sup>th</sup> grade graduation ceremonies where we came together to congratulate and bid a fond farewell to the 46 students in the class of 2017. We are excited to see what the future holds for these young women and men as they head off to continue their educational careers in the following high schools this fall: Abbott Lawrence Academy, Bradford Christian Academy, Central Catholic High School, Darrow School, Greater Lawrence Technical School, Lawrence High School, Methuen High School, Notre Dame Cristo Rey High School, Pingree School, Presentation of Mary Academy, St. Johns Preparatory School, and the Governor's Academy.

### **Program Delivery**

No major changes have occurred in the past year for CDCPS network curriculum, instructional model, assessment method, and supports for diverse learners. While we always strive to improve and refine our practices in these areas, no major changes were made.

The Massachusetts Curriculum Frameworks (MCF) that incorporate the Common Core standards for English language arts and mathematics are the basis for academic planning at subject and grade level at CDCPS. CDCPS is structured to include two teachers in each K1-2 classroom and three-person core content teams to cover two grade 3-6 classrooms along with a science teacher. In grades 7-8, there is a departmentalized model (with a four-person teaching team that includes a math expert, ELA expert, science expert, and social studies expert). CDCPS educators use student assessment data consistently throughout the year to identify academic priorities, and to plan, implement, and revise as necessary differentiated instructional interventions targeted to the

diverse learning needs of our students. CDCPS uses collaboration between and among teachers (including special education and regular education staff) to ensure that the needs of diverse learners are identified and met. Team-level meetings that include all teachers are scheduled frequently in order to discuss the progress of specific students and to differentiate learning as needed. Personal educational goals (PEGs) provide an individualized “road map” to meet the needs of every CDCPS student.

During summer 2017, the deputy executive director of academics and network curriculum advisors for grades K-8 will meet to review the updated standards for ELA, mathematics, and next generation science. The team will then utilize standards to create new curriculum maps for each grade level and subject to ensure full coverage for upcoming school year, as well as ensure vertical alignment among grade levels. For science, this will include those standards that are in common from next generation science standards and previous MCF standards for 2017-2018, and the development of materials for full transition in 2018-2019 to new standards.

Curriculum advisors, working with lead planners and school leaders for the schools during summer, will update the curriculum units to incorporate standards. During three-week teacher orientation and professional development in August, the team will lead trainings of all staff to review changes to standards and rigor of assessment items associated with each. During the orientation weeks, curriculum advisors and lead planners will meet with every grade level as well to begin unit preview meetings of first two subject units, which will include all associated standards, aligned assessment items, vocabulary, and anticipated changes to lessons due to the new standards. During the school year, professional development led by curriculum advisors and school leaders will be devoted to the continual unpacking of new standards, analysis of ways this will impact changes to unit and lesson plans, and documentation of all curriculum updates. In addition, school leaders and curriculum advisors will continue to lead unit preview meetings during school year for each new unit to highlight the standard changes. With this process and professional development, the school will complete transition to new standards by the end of the upcoming school year.

### **Social, Emotional, and Health Needs**

Community Day Charter Public Schools provide services for all students, including English language learners and those with disabilities and/or special educational needs, as required by law – no major changes were made in our programming in this area over the past year.

CDCPS educators seek to discover the special characteristics and unique learning style of each student and to deliver the instructional and support services that respond to each student’s educational needs. Students with disabilities, limited English proficiency, and other learning needs are served in inclusive classrooms. Classroom teachers develop PEGs for every student; each PEG identifies the student’s strengths in counterpoint to those areas in which he/she will need additional support to meet grade-level learning standards. The schools’ District Curriculum Accommodation Plans (DCAP) serve as guides to faculty and staff as they work to ensure that all possible efforts are made to accommodate the wide range of student learning needs in general education classrooms.

One hundred and two (102) Community Day Charter students received special education services in school year 2016-2017. Section 504 accommodation plans were developed for 62 students with disabilities. Special education services were provided by special education teachers, school psychologists, speech and language therapists, and occupational and physical therapists. In-class



accommodations were made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Accommodations included seating adjustments, additional time on task, varied book levels, audio books, and use of manipulatives. While most instructional supports were delivered in the regular education classroom via the inclusion model, some students received individualized instruction separate from the regular education classroom for short durations of time in order to strengthen specific areas of weakness, including reading, math, language, or social/emotional skills.

Services for English language learners comply with state and federal requirements. Families new to our schools complete home language surveys. We assess the language proficiency for a student when the family identifies a primary home language other than English using assessments that measure English skills in speaking, listening, reading, and writing.

In 2016-2017, there were 460 students identified as English language learners (ELL). ELL students were placed in general education classrooms and ELL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each student. Classroom teachers, language support teachers, reading specialists, learning specialists, generalists and subject matter teachers worked together to provide the two components of effective Sheltered English Immersion (SEI) instruction: English as a Second Language, also known as English language development, to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to ELL students. CDCPS monitors the progress of students who exited the English learner education program for four years and we continue to provide these students with language and other support services as outlined in the DCAP. ELL students also participate in the state’s ACCESS for ELL tests, which measures their progress in learning English.

- **Organizational Viability**

### **Organizational Structure of the Schools**

CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center (K1, K2, and grade 1), the Lower School (grades 2, 3, and 4), and the Upper School (grades 5, 6, 7, and 8). Each level has a head of school and an operations manager with approximately 150 students. The head of school is an instructional leader; the limited size of each cluster as well as the significant level of management support provided frees heads of school from unrelated but necessary administrative tasks allowing them to focus almost exclusively on classroom instruction and teacher, student, and parent relationships. The operations manager at each cluster level supports the non-instructional needs of that cluster. Staff and faculty roles are clearly defined and used to set goals on which personnel are evaluated.

No changes were made at the school level organizational structure in 2016-17. In the coming year, we expect to add a head of school for the Upper School at CDCPS-Gateway and CDCPS-R. Kingman Webster, as well as an operation manager split between the schools. The school-level organizational chart may be found in the Appendix.

### **Network Structure**

The network of three Community Day Charter Public Schools includes the anchor school, now known as Community Day Charter Public School-Prospect, which opened in 1995, and Community Day Charter Public School-Gateway and Community Day Charter Public School-R. Kingman

Webster, which opened in 2012. The three schools are governed by one board of trustees. Board members are responsible for defining the school mission, developing policies to support the mission, hiring and evaluating management personnel and establishing systems of accountability. They ensure that the school meets statutory and regulatory requirements and charter accountability goals.

The CDCPS Board of Trustees contracts with The Community Group (TCG), a nonprofit organization, to provide leadership and management services, including human resources, finance, technology, data reporting, fund raising and program development. The executive director, who reports to the CDCPS board president, works closely with the full board, and supervises the network and school staff. A committee of the board, headed by its president, evaluates the performance of the management company on an annual basis.

The executive director provides supervision to the deputy executive director for academics, who oversees the heads of schools. The deputy executive director for academics oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services); this position also has a special focus on grades 2-8. The supervisor of early education intentionally applies the agency's deep understanding of early childhood learning to grades K1-1. The deputy executive director of operations links the school to the TCG central office, supports the IT and finance functions, bus transportation, and the school's nutrition program.

As CDCPS continues to grow into a larger charter management organization, a number of changes were made to the organizational structure of the network in 2016-17. We added curriculum coordinators and/or directors of curriculum and instruction that work across the entire network, supporting the coaching done by the heads of school and assisting in curriculum implementation. This allows CDCPS to ensure that all our schools reach the high standards set by CDCPS-Prospect as we continue to expand our grade levels. This support was added at the lower and upper school level this year and next year will be implemented at the early learning center level. Next year, we also expect to add the head of school position at both CDCPS-Gateway and CDCPS-R. Kingman Webster, as well as an operations manager that will split time until the schools reach full capacity. The network-level organizational chart may be found in the Appendix.

### **Teacher Evaluation**

Community Day Charter Public Schools use a modified version of the Massachusetts Model System of Educator Evaluation that meets the educator evaluation requirements for charter schools. No changes were made to the CDCPS teacher evaluation in 2016-17.

### **Complaints**

The CDCPS Board of Trustees did not receive any official written complaints pursuant to the state's charter school regulations, 603 CMR 1.09.

- **Budget and Finance Reports**

**CDCPS-Prospect**

**Statement of Operating Revenues and Operating Expenses (Unaudited)**

	<b>FY 17 Actual*</b> (as of July 24, 2017)	<b>FY 2018 Budget</b> (July 1, 2017-June 30, 2018) Approved by the Board of Trustees on May 4, 2017
<b><i>Revenue</i></b>		
Tuition	\$5,081,352	\$5,135,632
Grants (State & Federal)	319,538	332,000
Medicaid (SPED)	21,606	27,000
Nutrition Programs	230,811	237,500
Transportation and Other fees	79,283	67,750
Donations	208,180	217,400
Other	<u>396</u>	<u>500</u>
<b><i>Total Operating Revenues</i></b>	<b>\$5,941,166</b>	<b>\$6,017,782</b>
<b><i>Expenses</i></b>		
Personnel	\$4,313,630	\$4,426,322
Other Direct Student Costs	691,867	685,832
Occupancy	350,937	385,121
Equipment Renewal & Replacement	26,270	23,110
Other	<u>402,334</u>	<u>455,267</u>
<b><i>Total Operating Expenses</i></b>	<b>\$5,785,038</b>	<b>\$5,975,652</b>

\* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

<b>Balance Sheet</b>	
Current Assets	\$1,384,012
Fixed Assets (net)	691
Other Assets	<u>1,736,855</u>
<b>Total Assets</b>	<b>\$3,121,558</b>
Current Liabilities	\$262,142
<b>Net Assets</b>	<b><u>\$2,859,416</u></b>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$3,121,558</u></b>

<b>Fundraising</b>	
The School raised the following during the year ended June 30, 2017:	
Scholarships	\$168,530
Summer School	7,500
Curriculum & Science Equipment	12,400
Expanded Learning	13,379

Food Program	1,096
General Support	<u>5,276</u>
Total Fundraising	\$208,180

## CDCPS-Gateway

### Statement of Operating Revenues and Operating Expenses (Unaudited)

	<b>FY 17 Actual*</b> (as of July 24, 2017)	<b>FY 2017 Budget</b> (July 1, 2017-June 30, 2018) Approved by the Board of Trustees on May 4, 2017
<b><i>Revenue</i></b>		
Tuition	\$3,800,175	\$4,307,826
Grants (State & Federal)	239,126	265,600
Medicaid (SPED)	14,069	13,400
Nutrition Programs	198,745	227,500
Transportation and Other fees	51,657	43,100
Donations	0	1,000
Other	<u>398</u>	<u>100</u>
<b><i>Total Operating Revenues</i></b>	<b>\$4,304,169</b>	<b>\$4,858,526</b>
<b><i>Expenses</i></b>		
Personnel	\$2,278,074	\$3,347,863
Other Direct Student Costs	487,962	530,814
Occupancy	353,226	359,952
Equipment Renewal & Replacement	21,891	19,334
Other	<u>286,464</u>	<u>402,827</u>
<b><i>Total Operating Expenses</i></b>	<b>\$3,947,617</b>	<b>\$4,660,789</b>

\* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

<b>Balance Sheet</b>	
Current Assets	\$1,452,169
Fixed Assets (net)	13,340
Other Assets	<u>657,554</u>
Total Assets	\$2,123,063
Current Liabilities	\$366,196
Net Assets	<u>1,756,868</u>
Total Liabilities and Fund Balance	\$2,123,063

<b>Fundraising</b>	
The School raised the following during the year ended June 30, 2017:	
General Support	<u>\$0</u>
Total Fundraising	\$0

**CDCPS-R. Kingman Webster**

**Statement of Operating Revenues and Operating Expenses (Unaudited)**

	<b>FY 17 Actual*</b> (as of July 24, 2017)	<b>FY 2018 Budget</b> (July 1, 2017 – June 30, 2018) Approved by the Board of Trustees on May 10, 2017
<b><i>Revenue</i></b>		
Tuition	\$3,613,792	\$4,147,781
Grants (State & Federal)	196,106	220,900
Medicaid (SPED)	16,535	15,300
Nutrition Programs	195,247	229,700
Transportation and Other fees	53,399	50,200
Donations	100	100
Other	<u>195.28</u>	<u>0</u>
<b><i>Total Operating Revenues</i></b>	<b>\$4,075,373</b>	<b>\$4,663,981</b>
<b><i>Expenses</i></b>		
Personnel	\$2,758,504	\$3,122,553
Other Direct Student Costs	462,797	530,772
Occupancy	596,807	655,699
Equipment Renewal & Replacement	14,033	18,200
Other	<u>292,215</u>	<u>389,934</u>
<b><i>Total Operating Expenses</i></b>	<b>\$4,124,357</b>	<b>\$4,717,157</b>

\* Please note that this statement is preliminary. The school's fiscal year ends June 30 and the accounts payable period runs through August 31. Consequently, the books are not closed as of this statement.

<b>Balance Sheet</b>	
Current Assets	\$680,154
Fixed Assets (net)	45,029
Other Assets	<u>656,362</u>
<b>Total Assets</b>	<b>\$1,381,544</b>
Current Liabilities	\$188,177
Net Assets	<u>1,193,367</u>
<b>Total Liabilities and Fund Balance</b>	<b><u>\$1,381,544</u></b>

<b>Fundraising</b>	
The School raised the following during the year ended June 30, 2017:	
General Support	<u>100</u>
<b>Total Fundraising</b>	<b>\$100</b>

**Capital Plan for FY18**

The FY18 capital plan focuses on CDCPS-Webster and CDCPS-Gateway projects for the acquisitions of classroom furnishing and equipment furnishings and equipment, including technology, associated with the growth in enrollment that will occur over the next three years, 50% expended in FY18, and 50% expended in FY19. Both CDCPS-Gateway and CDCPS-Webster capital reserve accounts each have a balance of \$50,000 for this purpose. CDCPS-Gateway has an additional capital reserve account for potential renovations at its 50 Pleasant Street location. The amount in this account is \$350,000.

# Appendix A

## Accountability Plan Evidence 2016-17

### Mission:

The mission of Community Day Charter Public Schools is to provide a Kindergarten through grade eight education that will draw on our considerable experience in working together as a community to develop and implement a curriculum that discovers and supports the special characteristics and unique learning styles of each student. We will engage students in meaningful learning experiences for the purposes of clearly stated goals in the areas of understandings, knowledge, skills, habits and social competencies. The school will reinforce the positive aspects of our city: its culture, art and economy, its working class history, and strong work ethic. Our educational philosophy, curriculum and teaching methods are informed by an understanding that learning takes place in the context of family and that family must be supported in ways that make learning for the child possible.

### 2016-17 CDCPS-Prospect, Objectives and Measures related to Mission and Key Design Elements

	2016 - 2017 Performance (Met/Partially Met/Not met)	Evidence																								
<b>Objective 1: CDCPS-Prospect will have high academic achievement for its students compared to the Lawrence district and will enable its student to have high academic and personal choices after they graduate from the eighth grade.</b>																										
Measure 1: Annually, the average ranking (for all MCAS type ELA tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	<b>Met</b>	2016 MCAS ELA <table> <tr> <th></th><th>Number Rank</th><th>Percent Rank</th></tr> <tr> <td>Grade 3</td><td>3/14</td><td>21</td></tr> <tr> <td>Grade 4</td><td>4/14</td><td>29</td></tr> <tr> <td>Grade 5</td><td>2/13</td><td>15</td></tr> <tr> <td>Grade 6</td><td>1/11</td><td>9</td></tr> <tr> <td>Grade 7</td><td>2/12</td><td>17</td></tr> <tr> <td>Grade 8</td><td>1/11</td><td>9</td></tr> <tr> <td>Average 3-8</td><td>NA</td><td>17</td></tr> </table>		Number Rank	Percent Rank	Grade 3	3/14	21	Grade 4	4/14	29	Grade 5	2/13	15	Grade 6	1/11	9	Grade 7	2/12	17	Grade 8	1/11	9	Average 3-8	NA	17
	Number Rank	Percent Rank																								
Grade 3	3/14	21																								
Grade 4	4/14	29																								
Grade 5	2/13	15																								
Grade 6	1/11	9																								
Grade 7	2/12	17																								
Grade 8	1/11	9																								
Average 3-8	NA	17																								
Measure 2: Annually, the average ranking (for all MCAS type Math tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	<b>Met</b>	2016 MCAS Math <table> <tr> <th></th><th>Number Rank</th><th>Percent Rank</th></tr> <tr> <td>Grade 3</td><td>2/14</td><td>14</td></tr> <tr> <td>Grade 4</td><td>2/14</td><td>14</td></tr> <tr> <td>Grade 5</td><td>2/13</td><td>15</td></tr> <tr> <td>Grade 6</td><td>1/11</td><td>9</td></tr> <tr> <td>Grade 7</td><td>1/12</td><td>8</td></tr> <tr> <td>Grade 8</td><td>1/11</td><td>9</td></tr> </table>		Number Rank	Percent Rank	Grade 3	2/14	14	Grade 4	2/14	14	Grade 5	2/13	15	Grade 6	1/11	9	Grade 7	1/12	8	Grade 8	1/11	9			
	Number Rank	Percent Rank																								
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Grade 5	2/13	15																								
Grade 6	1/11	9																								
Grade 7	1/12	8																								
Grade 8	1/11	9																								

		Average 3-8	NA	12
Measure 3: Annually, the average ranking (for all MCAS type Science tested grade levels) of CDCPS-Prospect with all Lawrence public schools will be in the top 20%, as measured by the percentage of students scoring in the Advanced and Proficient performance categories combined.	Met	2016 MCAS Science		
			Number Rank	Percent Rank
		Grade 5	1/13	8
		Grade 8	1/12	8
		Average 3-8	NA	8
Measure 4: Annually, 75% of public or private secondary school institutions that enroll CDCPS-Prospect graduates and that base their admission on student achievement will agree or strongly agree that CDCPS students whom they enrolled were well prepared for academic and personal success.	Met	86% of public or private secondary school institutions that enrolled CDCPS-Prospect graduates and that based their admission on student achievement agreed or strongly agreed (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS students whom they enrolled were well prepared for academic and personal success.		
Objective 2: Objective: CDCPS-Prospect will have programs and policies that encourage strong parent involvement in their child’s education.				
Measure 1: Annually, the first parent teacher conference in the year will have 100% parent participation.	Met	The first parent teacher conference in the year had 100% (400 of 400) parent participation.		
Measure 2: Parent groups at CDCPS-Prospect will be formed each year and will meet at least bimonthly: regular PAB and special needs PAB.	Met	The regular Parent Advisory Board at CDCPS-Prospect met 8 times (monthly Oct-May), and the special needs Parent Advisory Council at CDCPS-Prospect met 9 times (Sept, Oct, Nov, Jan, Feb, Mar, Apr, May, June).		
Measure 3: Parent Involvement – 75% of parents agree or strongly agree that CDCPS-Prospect provides them with multiple opportunities to partner and share in their child’s school experience.	Met	2016-2017 Parent Survey Results: 96%		
Objective 3: CDCPS-Prospect will make sure that parents are in agreement with the teaching methods and physical, emotional, and multi-cultural aspects of their child’s experience at school.				
Measure 1: Academic learning - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to:	Met	2016-17 Parent Survey Results		



1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology; 2) Attention to the individual learning styles of each child.			Prospect
		Response Rate	86%
		Scholastic Achievement	98%
		Individual Learning Styles	92%
Measure 2: Social environment - 75% of parents agree or strongly agree that CDCPS-Prospect consistently adheres to: 1) Physical and emotional safety for each student and faculty member of the school community; and 2) Respect by students and faculty for the multi-cultural aspects of the Lawrence community.	<b>Met</b>	2016-17 Parent Survey Results, continued	
			Prospect
		Physical & Emotional Safety	93%
		Multicultural Aspects	96%

**CDCPS-Prospect, Dissemination (Lead School for CDCPS Dissemination)**

	2016 - 2017 Performance (Met/Partially Met/Not met)	Evidence
<b>Objective 1: CDCPS-Prospect will share its ELA and Math curriculum with the Lawrence district school Community Day Arlington over the course of the charter term.</b>		
Measure 1: By the end of the charter term, CDCPS-Prospect will conduct at least 5 ELA workshops and 5 Math workshops for Community Day Arlington teachers, training these teachers in the use of CDCPS-Prospect curriculum documents and methods	<b>Met</b>	CDCPS-Prospect conducted 3 writing and differentiation workshops to analyze student writing, create action plans, and develop mini-lessons as well as create differentiated plans for groups.

**2016-17 CDCPS-Gateway and CDCPS-Webster**

	2016 - 2017 Performance (Met/ Partially Met/ Not met)	Evidence		
Objective 1: CDCPS- Gateway and CDCPS R. Kingman Webster are faithful to the mission.				
Measure: 1: Measure: Each year, as part of an anonymous survey, 75% of parents and 75% of faculty will agree or strongly agree (on a scale of strongly agree, agree, neutral, disagree, or strongly disagree) that CDCPS-Gateway/Webster consistently adheres to: 1) High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology; 2) Attention to the individual learning styles of each child; 3) Physical and emotional safety for each student and faculty member of the school community; and 4) Respect by students and faculty for the multi-cultural aspects of the Lawrence community. The desired response rate for parents is 30% and the desired response rate for staff is 90%.	Partially Met	2016-17 Parent Survey Results		
			Gateway	Webster
		Response Rate	72%	58%
		Scholastic Achievement	98%	99%
		Individual Learning Styles	96%	93%
		Physical & Emotional Safety	95%	96%
		Multicultural Aspects	96%	96%
		2016-17 Faculty Survey Results		
			Gateway	Webster
		Response Rate	92%	95%
		Scholastic Achievement	100%	92%
		Individual Learning Styles	88%	86%
		Physical & Emotional Safety	91%	65% - Not Met
		Multicultural Aspects	94%	81%
Objective 2: The demographics of CDCPS-Gateway and CDCPS- R. Kingman Webster will mirror the demographics of the Lawrence district for Hispanic students, first language not English students, English language learner (ELL) students, and low income students.				
Measure 1: Measure: The Hispanic population of CDCPS-Gateway/Webster will be no lower than the Hispanic population of the Lawrence district minus 5 percentage points.	Met	Hispanic		
			2016	2017
		Gateway	94.6	96.4
		Webster	92.9	93.6
		Lawrence	91.6	92.2
Measure 2: The first language not English population of CDCPS-	Partially Met	FLNE		
			2016	2017

Gateway/Webster will be no lower than the first language not English population of the Lawrence district minus 10 percentage points.		<table><tr><td>Gateway</td><td>76.3</td><td>77.5</td></tr><tr><td>Webster</td><td>52.1</td><td>56.4 – Not Met</td></tr><tr><td>Lawrence</td><td>70.4</td><td>71.2</td></tr></table>	Gateway	76.3	77.5	Webster	52.1	56.4 – Not Met	Lawrence	70.4	71.2											
Gateway	76.3	77.5																				
Webster	52.1	56.4 – Not Met																				
Lawrence	70.4	71.2																				
Measure 3: The ELL population of CDCPS-Gateway/Webster will be no lower than the ELL population of the Lawrence district minus 5 percentage points.	Met	<table><tr><td colspan="3">ELL</td></tr><tr><td></td><td>2016</td><td>2017</td></tr><tr><td>Gateway</td><td>64.2</td><td>59.3</td></tr><tr><td>Webster</td><td>42.1</td><td>44.6</td></tr><tr><td>Lawrence</td><td>31.0</td><td>30.7</td></tr></table>	ELL				2016	2017	Gateway	64.2	59.3	Webster	42.1	44.6	Lawrence	31.0	30.7					
ELL																						
	2016	2017																				
Gateway	64.2	59.3																				
Webster	42.1	44.6																				
Lawrence	31.0	30.7																				
Measure 4: The low income population of CDCPS-Gateway/Webster will be no lower than the low income population of the Lawrence district minus 15 percentage points.	Partially Met	<table><tr><td colspan="3">Low Income - Economically Disadvantaged</td></tr><tr><td></td><td>2016</td><td>2017</td></tr><tr><td>Gateway</td><td>45.8</td><td>50.7</td></tr><tr><td>Webster</td><td>50.4</td><td>48.6</td></tr><tr><td>Lawrence</td><td>63.0</td><td>64.9</td></tr></table>	Low Income - Economically Disadvantaged				2016	2017	Gateway	45.8	50.7	Webster	50.4	48.6	Lawrence	63.0	64.9					
Low Income - Economically Disadvantaged																						
	2016	2017																				
Gateway	45.8	50.7																				
Webster	50.4	48.6																				
Lawrence	63.0	64.9																				
Objective 3: The special population of CDCPS-Gateway/Webster ELL and formerly ELL (FLEP) students will have high academic achievement as evidenced by the MCAS test.																						
Measure 1: The MCAS ELA CPI index for CDCPS-Gateway/Webster ELL/FLEP students will be 1) at least 15 points higher than the ELA index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the ELA index for all ELL-FLEP students in the state.	Met	<table><tr><td colspan="2">2016 MCAS – ELL and Formerly ELL CPI</td></tr><tr><td></td><td>Grade 3 ELA</td></tr><tr><td>Gateway</td><td>83.6</td></tr><tr><td>Webster</td><td>89.3</td></tr><tr><td>Lawrence</td><td>67.3</td></tr><tr><td>State</td><td>N/A</td></tr><tr><td>Gateway Minus Lawrence</td><td>16.3</td></tr><tr><td>Gateway Minus State</td><td>N/A</td></tr><tr><td>Webster Minus Lawrence</td><td>22.0</td></tr><tr><td>Webster Minus State</td><td>N/A</td></tr></table>	2016 MCAS – ELL and Formerly ELL CPI			Grade 3 ELA	Gateway	83.6	Webster	89.3	Lawrence	67.3	State	N/A	Gateway Minus Lawrence	16.3	Gateway Minus State	N/A	Webster Minus Lawrence	22.0	Webster Minus State	N/A
2016 MCAS – ELL and Formerly ELL CPI																						
	Grade 3 ELA																					
Gateway	83.6																					
Webster	89.3																					
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Gateway Minus Lawrence	16.3																					
Gateway Minus State	N/A																					
Webster Minus Lawrence	22.0																					
Webster Minus State	N/A																					
Measure 2: The MCAS Math CPI index for CDCPS-Gateway/Webster ELL/FLEP students will be 1) at least 15 points higher than the Math index for Lawrence ELL/FLEP students and 2) at least 7.5 points higher than the Math index for all ELL/FLEP students in the state.	Met	<table><tr><td></td><td>Grade 3 Math</td></tr><tr><td>Gateway</td><td>90.6</td></tr><tr><td>Webster</td><td>90.5</td></tr><tr><td>Lawrence</td><td>79.2</td></tr><tr><td>State</td><td>N/A</td></tr><tr><td>Gateway Minus Lawrence</td><td>11.4</td></tr><tr><td>Gateway Minus State</td><td>N/A</td></tr><tr><td>Webster Minus Lawrence</td><td>11.3</td></tr><tr><td>Webster Minus State</td><td>N/A</td></tr></table>		Grade 3 Math	Gateway	90.6	Webster	90.5	Lawrence	79.2	State	N/A	Gateway Minus Lawrence	11.4	Gateway Minus State	N/A	Webster Minus Lawrence	11.3	Webster Minus State	N/A		
	Grade 3 Math																					
Gateway	90.6																					
Webster	90.5																					
Lawrence	79.2																					
State	N/A																					
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Webster Minus Lawrence	11.3																					
Webster Minus State	N/A																					

## Appendix B

### Community Day Charter Public Schools Recruitment and Retention Plans

#### CDCPS-Prospect Recruitment Plan 2017-2018

School Name: Community Day Charter Public School-Prospect

##### 2016-2017 Implementation Summary:

In school year 2016-17, recruitment plans for Community Day Charter schools were implemented for the 2017-2018 school year. The application deadline for the schools was February 10, 2017, followed by the lotteries that were held separately for each school on three consecutive days (February 28, March 1 & 2, 2017). This year CDPCS chose to move from paper applications to solely online applications. Every ad that was placed and every mailing prominently displayed this change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period, including every day during the final week. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The switchover was a huge success and we saw a roughly 30% increase in total applications for all Community Day Charter Public Schools.

CDPCS-Prospect continues to offer roughly 50% of its seats to siblings in our new class. Students selected and accepting enrollment for school year 2017-2018 will not be enrolled until after August 1, 2016 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2017 SIMS report.

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

##### General Recruitment Activities for 2017-2018:

**Advertising:** Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

**Use of Third Party Mail House:** In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

Recruitment Plan – Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10.5%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 12.7%</p> <p>The school is below CI percentages</p>	<p><b>(b) 2017-2018 Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.</li> <li>• Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.</li> <li>• Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.</li> <li>• Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.</li> <li>• Enhance communications with Early Intervention at the Professional Center for Child Development.</li> <li>• Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.</li> <li>• Ensure special education representatives are present at all open houses.</li> <li>• All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.</li> <li>• The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school's special education program.</li> </ul>
	<p><b>Limited English-proficient students/English learners</b></p>
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 40.8%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 26.4%</p> <p>The school is above CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French.</li> <li>• Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>• Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</li> </ul>

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

<p align="center"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 48.3%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 58.6%</p> <p>The school is below CI percentages</p>	<p align="center"><b>(b) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</li> <li>• A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools.</li> <li>• Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance).</li> <li>• Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning.</li> <li>• Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015.</li> <li>• Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs.</li> <li>• Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.</li> <li>• Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families.</li> </ul> <p align="center"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</li> <li>• Provide child care at one or more information sessions.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student.</li> <li>• Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</li> <li>• Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs as well as ValleyWorks Career Center.</li> </ul>

<u>Students who have dropped out of school</u>	<b>(f) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<b>(g) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

## CDCPS-Prospect Retention Plan 2017-2018

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

### 2016-2017 Implementation Summary:

We are reporting on the 2016-2017 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 93.1%
- Low Income retention rates: 93.3%
- Special Education retention rates: 94.6%

All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	<u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.4%); and Special Education (90.3%)

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<u>(a) CHART data</u>  <b>School percentage: 5.4%</b> <b>Third Quartile: 17.1%</b>  The school is below third quartile percentages.	<div style="text-align: center; margin-bottom: 10px;"><b>(b) 2016-2017 Strategies</b></div> <div> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed           <ul style="list-style-type: none"> <li>Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP).</li> <li>Continue to facilitate the special education Parent Advisory Council.</li> <li>Continue to offer an extended school day.</li> </ul> </div> <div style="margin-top: 10px;"> <b>(c) 2017-2018 Additional Strategy(ies), if needed</b>  <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         </div>

	years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 6.9%</p> <p><b>Third Quartile:</b> 20%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills.</li> <li>Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed.</li> <li>Facilitate the Association of Parents in Action, a bilingual group which meets to discuss topics related to children's education and the community.</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 6.7%</p> <p><b>Third Quartile:</b> 17.2%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><b><u>Students who are sub-proficient</u></b></p>	<p><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction.</li> <li>Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that "No child is left behind."</li> </ul>
<p><b><u>Students at risk of dropping out of school</u></b></p>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior.</li> <li>Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect)</li> </ul>



	<ul style="list-style-type: none"> <li>Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect)</li> <li>Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

## CDCPS-Gateway Recruitment Plan 2017-2018

School Name: Community Day Charter Public School-Gateway

### 2016-2017 Implementation Summary:

In school year 2016-17, recruitment plans for Community Day Charter schools were implemented for the 2017-2018 school year. The application deadline for the schools was February 10, 2017, followed by the lotteries that were held separately for each school on three consecutive days (February 28, March 1 & 2, 2017). This year CDPCS chose to move from paper applications to solely online applications. Every ad that was placed and every mailing prominently displayed this change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period, including every day during the final week. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The switchover was a huge success and we saw a roughly 30% increase in total applications for all Community Day Charter Public Schools.

This year, CDCPS-Gateway offered roughly 25% of its seats to siblings in the new class. Students selected and accepting enrollment for school year 2017-2018 will not be enrolled until after August 1, 2016 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2017 SIMS report.

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

**General Recruitment Activities for 2017-2018:**

**Advertising:** Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

**Use of Third Party Mail House:** In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) 2016-2017 Strategies**

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.
  - Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.
  - Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.
  - Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
  - Enhance communications with Early Intervention at the Professional Center for Child Development.
  - Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion models.
  - Ensure special education representatives are present at all open houses.
  - All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.

**(c) 2017-2018 Additional Strategy(ies), if needed**

- ☐ Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the

**(a) CHART data**

**School percentage:**  
9.6%

**GNT percentage:** 9.3%

**CI percentage:** 11.4%

The school is above  
GNT percentages and  
below CI percentages

school collaborated with a local community organization on these strategies.	
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 59.3%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 28.6%</p> <p>The school is above CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish and French.</li> <li>Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 50.7%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 57.7%</p> <p>The school is below CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools.</li> <li>Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance).</li> <li>Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning.</li> <li>Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015.</li> <li>Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs.</li> <li>Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.</li> <li>Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</li> <li>Provide child care at one or more information sessions.</li> </ul>

<u>Students who are sub-proficient</u>	<p><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student.</li> <li>• Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</li> <li>• Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

## CDCPS-Gateway Retention Plan 2017-2018

<p><b>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.</b></p> <p style="text-align: center;"><b>2016-2017 Implementation Summary:</b></p> <p>We are reporting on the 2016-2017 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> <li>• ELL retention rates: 96.9%</li> <li>• Low Income retention rates: 94.1%</li> <li>• Special Education retention rates: 95.2%</li> </ul> <p>All rates are higher than the state averages evidence that our strategies were generally successful for the 3 major demographic groups.</p>
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Overall Student Retention Goal	
<p><b>Annual goal for student retention (percentage):</b></p>	<p style="text-align: center;"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.4%); and Special Education (90.3%)</p>

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><b>(a) CHART data</b></p> <p>School percentage: 4.8%</p> <p>Third Quartile: 18.5%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP).</li> <li>• Continue to facilitate the special education Parent Advisory Council.</li> <li>• Continue to offer an extended school day.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p>School percentage: 3.1%</p> <p>Third Quartile: 20.1%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills.</li> <li>• Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed.</li> <li>• Facilitate the Association of Parents in Action, a bilingual group that discusses topics like children's education and community.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: 1.1%</p> <p>Third Quartile: 18.1%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></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>	<b>(d) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction.</li> <li>Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that “No child is left behind.”</li> </ul>
<u>Students at risk of dropping out of school</u>	<b>(e) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior.</li> <li>Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (Community Day Charter-Prospect)</li> <li>Implement activities like career days that expose students to a range of careers and the pathways to their attainment.(Community Day Charter-Prospect)</li> <li>Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.</li> </ul>
<u>Students who have dropped out of school</u>	<b>(f) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<b>(g) 2016-2017 Strategies</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

## CDCPS-Webster Recruitment Plan 2017-2018

School Name: Community Day Charter Public School-Webster

### 2016-2017 Implementation Summary:

In school year 2016-17, recruitment plans for Community Day Charter schools were implemented for the 2017-2018 school year. The application deadline for the schools was February 10, 2017, followed by the lotteries that were held separately for each school on three consecutive days (February 28, March 1 & 2, 2017). This year CDPCS chose to move from paper applications to solely online applications. Every ad that was placed and every mailing prominently displayed this change and promoted our *Resource Hours*. In order to ensure that all residents had equal access, the application was available to fill out at the school Open House and we provided *Resource Hours* in the morning and evening throughout the entire application period, including every day during the final week. If parents were unable to attend any of our scheduled sessions, Operations Managers were also available to assist over the phone. The switchover was a huge success and we saw a roughly 30% increase in total applications for all Community Day Charter Public Schools.

CDPCS-Webster continues to offer roughly 50% of its seats to siblings in our new class. Students selected and accepting enrollment for school year 2017-2018 will not be enrolled until after August 1, 2016 thus we cannot report on their demographics or the effectiveness of the strategies implemented last year, however, CDCPS does not expect any changes in how our incoming class will meet the comparison index or the gap narrowing targets, as per the October 1, 2017 SIMS report.

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

**General Recruitment Activities for 2018-2019:**

**Advertising:** Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafleting (English/Spanish/French) in the community. These advertisements announce that applications are being accepted for the upcoming school year, grades the school serves, when open houses will be held, the application deadline, and the lottery date, time and location. Advertising will begin at least one month in advance of the application deadline and will include the following channels:

- A mailing to students in the sending district
- Local access channel 8 cable television
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertising
- Leaflets distributed to families with children enrolled
- Leaflets distributed to businesses and social service agencies throughout the city
- School websites

**Use of Third Party Mail House:** In accordance with 603 CMR 1.05 (6) (e), each school will use a third party mail house to contact families of students in the sending district regarding the opportunity to apply for enrollment at the school.

**Recruitment Plan –Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) 2016-2017 Strategies**

**(a) CHART data**

**School percentage:**  
8.6%

**GNT percentage:** 6.6%  
**CI percentage:** 11.4%

The school is above  
GNT percentages and  
below CI percentages

- ☒ Met GNT/CI: no enhanced/additional strategies needed
- Leaflets and the mailing to students in the sending district will articulate that the school is public and services all students, including those in need of special education services.
- Leaflets will be distributed to the local Early Intervention program offices, supplemented with additional information provided to all child care facilities in the Lawrence area about our Special Education services.
- Information about special education at the school will be incorporated into information presented at open house events. The SPED discussions will be a major part of the open house events.
- Develop communications with MSPCC (Mass Society for Prevention of Cruelty to Children) and DCF (Department of Children and Families) to encourage the referral of students with disabilities.
- Enhance communications with Early Intervention at the Professional Center for Child Development.
- Invite families of children with disabilities enrolled in the Head Start Program and in mental health treatment programs provided by Family Services of the Merrimack Valley to information sessions focused on special education programs and inclusion

	<p>models.</p> <ul style="list-style-type: none"> <li>• Ensure special education representatives are present at all open houses.</li> <li>• All recruitment materials explicitly state in the languages spoken by the families that children with special needs are welcome at our school.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 44.6%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 28.6%</p> <p>The school is above CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Families with students in this group will be informed of the opportunity to apply to the school and participate in the lottery through multilingual leaflets. Languages will include the most prevalent languages of the district: Spanish, Vietnamese and Khmer.</li> <li>• Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.</li> <li>• Leaflet distribution will include local businesses, organizations, and events frequented by cultural groups, including Mendez Flowers, Child Care Circuit Family Net events, Saigon Market, and Linh's Salon.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<b>Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 48.6%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 57.7%</p> <p>The school is below CI percentages</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• A mailing advertising the school and application process will be sent to families with students in the Lawrence Public Schools.</li> <li>• Leaflet/information distribution will include postings at social service agencies in the community (for example, Greater Lawrence Family Health Centers, Boys/Girls Club, MA Department of Transitional Assistance).</li> <li>• Leaflet distribution will include students in preschool programs that serve a high percentage of families who qualify for financial assistance, including Community Day Learning.</li> <li>• Establish communications with and disseminate recruitment materials to the new Preschool Expansion Grant Programs that will serve low-income 4 year old children beginning in August 2015.</li> <li>• Disseminate recruitment materials and develop contacts with the local community action agency (Greater Lawrence Community Action Council) to encourage referrals of low-income families served through their WIC (Women, Infants and Children) and Fuel Assistance programs.</li> <li>• Identify contact persons at the Lawrence Housing Authority (LHA), to provide them with information regarding the schools, programs, lottery dates, and informational sessions for low-income families who live in the 4 affordable housing projects owned and operated by the LHA, and the Section 8 housing voucher program that families access through the LHA.</li> </ul>



	<ul style="list-style-type: none"> <li>• Work with Resource and Referral agency to send mailings specifically targeting voucher recipient families.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>• Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc.</li> <li>• Provide child care at one or more information sessions.</li> </ul>
<u>Students who are sub-proficient</u>	<p><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Leaflets/information distributed will highlight the school's use of assessment data to identify and respond to the learning needs of every student.</li> <li>• Presentations will incorporate the school's efforts to continuously monitor students' academic progress and instructional methods to address the needs of any student who is not making adequate progress.</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• The schools will attract/enroll a population of students who are at risk of dropping out of school, with risk factors including low socioeconomic status, low education level of parents, family disruption, low achievement in school, having a learning disability or emotional disturbance, and low engagement with school.</li> <li>• Leaflet distribution will include postings at social service agencies in the community, including those listed above serving families in need of financial assistance and children with special needs and ValleyWorks Career Center.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

## CDCPS-Webster Retention Plan 2017-2018

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

### 2016-2017 Implementation Summary:

We are reporting on the 2016-2017 Retention Rate (100% minus Attrition Rate):

- ELL retention rates: 97.6%
- Low Income retention rates: 98.9%
- Special Education retention rates: 100%

All rates are higher than the state averages, evidence that our strategies were generally successful for the 3 major demographic groups.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	<u>95%</u> The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: ELL (87.5%); Low Income (89.4%); and Special Education (90.3%)

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<b>(a) CHART data</b>  <b>School percentage:</b> 0% <b>Third Quartile:</b> 18.5%  The school is below third quartile percentages.	<b>(b) 2016-2017 Strategies</b> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> <li>• Create personal educational goals (PEG) for each student to identify student strengths as well as areas in which he/she will need additional support to meet grade-level learning standards. The PEG will serve as the school's approved Individual Student Success Plan (ISSP).</li> <li>• Continue to facilitate the special education Parent Advisory Council.</li> <li>• Continue to offer an extended school day.</li> </ul>
	<b>(c) 2017-2018 Additional Strategy(ies), if needed</b> <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.
Limited English-proficient students/English learners	
<b>(a) CHART data</b>  <b>School percentage:</b> 2.4% <b>Third Quartile:</b> 20.1%  The school is below third quartile percentages.	<b>(b) 2016-2017 Strategies</b> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <ul style="list-style-type: none"> <li>• Implement an English Immersion Program that includes Sheltered English Immersion (SEI) Instruction for English language learners until they are proficient in English. Assessments will track students' progress in developing listening, speaking, reading, and writing skills.</li> <li>• Offer bilingual communication with parents in Spanish and English, the predominant languages spoken in student homes; communicate in other languages as needed.</li> </ul>

	<ul style="list-style-type: none"> <li>Facilitate the Association of Parents in Action, a bilingual group that discusses topics like children's education and community.</li> </ul>
	<p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.</p>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.1%</p> <p><b>Third Quartile:</b> 18.1%</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>Hold meetings and other family events that build school community. Include activities in which students' academic work is shared. Create a forum for parents to give input through a Parent Advisory Board and planning social fundraising events.</li> </ul> <p><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></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><b>(d) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Utilize data from several assessment tools to identify student, classroom, and grade level performance and inform instruction.</li> <li>Begin academic progress monitoring in the fall of each year; call a student support team (SST) meeting to address concern for any student who is not making adequate progress and ensure that "No child is left behind."</li> </ul>
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Actively foster a school culture of learning, respect, and personal responsibility through an award system for students who are role models, community service learning opportunities and school themes that guide academic commitment and behavior.</li> <li>Offer guidance in selection of and application to high school, including school visits for students, information sessions for parents, and assistance with the process of applying for financial aid for non-public high schools. (CDCPS-Prospect)</li> <li>Implement activities like career days that expose students to a range of careers and the pathways to their attainment. (CDCPS-Prospect)</li> <li>Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) 2016-2017 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

## Appendix C

## School and Student Data Tables

### Student Demographic Information

In addition to the Student Data Tables provided here we are also including links to each school's student information that can be found on the Department of Elementary and Secondary Education's School and District Profiles website.

Community Day Charter Public School - Prospect		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2016-2017		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.5
Asian	2	0.5
Hispanic	383	95.8
Native American	0	0.0
White	13	3.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	42	10.5
Limited English proficient	163	40.8
Economically Disadvantaged	193	48.3
Community Day Charter Public School - Gateway		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2016-2017		
Race/Ethnicity	# of students	% of entire student body
African-American	2	0.7
Asian	2	0.7
Hispanic	270	96.4
Native American	0	0.0
White	6	2.1
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	27	9.6
Limited English proficient	166	59.3
Economically Disadvantaged	142	50.7
Community Day Charter Public School - R. Kingman Webster		
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION 2016-2017		
Race/Ethnicity	# of students	% of entire student body
African-American	3	1.1
Asian	3	1.1
Hispanic	262	93.6
Native American	0	0.0
White	12	4.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	0	0.0
Special education	24	8.6
Limited English proficient	125	44.6
Economically Disadvantaged	136	48.6

### ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR

Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
<b>Community Day Charter Public Schools</b>			
Sheila Balboni, Executive Director	Overall management of the network of schools, implementation of school missions and accountability plans	August 1995	
Mary Chance, Deputy Executive Director of Academics	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments	August 2006	
Patricia Teichman, Supervisor of Early Learning	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments for Early Learning	August 2004	
Brent Merten, Deputy Executive Director of Operations	Provide leadership for operational management and oversee networkwide programs (i.e., transportation, food service)	July 2016	
Rebecca Morse, Director of Special Education and ELL	Oversee implementation of the State and Federal requirements of special education for each school	July 2013	
<b>Community Day Charter Public School-Prospect</b>			
Meghan Wilson, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	August 2013	
Kathleen Shorter, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2012	
Kelly Peake, Principal/Head of School	Supervise/evaluate faculty and programs at the upper school	August 2013	
<b>Community Day Charter Public School-Gateway</b>			
Tanya Cloyd, Head of the School Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2014	
Carin Moriarty, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2015	
<b>Community Day Charter Public School-R. Kingman Webster</b>			
Christina Lopez, Head of School Early Learning Center	Supervise/evaluate faculty and programs at the lower school	July 2015	
Peter White, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2016	
<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>			

	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Community Day Charter Public School-Prospect				
Teachers	57	3*	17	*3 moved out of state 2 moved out of state 2 contract not renewed 3 moved out of state 8 accepted another job 2 promoted to HOS at other CDCPS schools
Other Staff	18	0	0	
Community Day Charter Public School-Gateway				
Teachers	34	4*	8	2*accepted another job 1* did not return after maternity leave 1* moved out of state 8 accepted another job
Other Staff	8	0	0	
Community Day Charter Public School-R. Kingman Webster				
Teachers	38	1*	7	1*deceased 7 accepted another job
Other Staff	8	0	0	

<b>Community Day Charter Public Schools Board of Trustees 2016-17 School Year</b>					
<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>	<b>E-mail</b>
Priscilla Loring	Chair	Executive Committee Finance Committee Building Committee	Finance, school management	Second 5 year term May 2011 – May 2016	<a href="mailto:pkloring@comcast.net">pkloring@comcast.net</a>
Jack Flynn	Treasurer	Finance Committee Building Committee Executive Committee	Volunteers, mentoring, math, science/engineering and literacy tutoring	Second 5 year term May 2011 – May 2016	<a href="mailto:jf3tamys@aol.com">jf3tamys@aol.com</a>
Gail Carey	Member	Building Committee	Nonprofit organizations, former parent	Second 5 year term May 2013 – May 2018	<a href="mailto:careygail@gmail.com">careygail@gmail.com</a> <a href="mailto:careyg@dakotasystems.com">careyg@dakotasystems.com</a>
Myrta Cupeles	Member		Community and legal	Second 5 year term May 2011 – May 2016	<a href="mailto:mcupeles@nlsma.org">mcupeles@nlsma.org</a>
Alcira Marin Kane	Member	Finance Committee Building Committee	Community and legal	Second 5 year term May 2011 – May 2016	<a href="mailto:akane@nlsma.org">akane@nlsma.org</a>
Patricia McGovern	Member	Governance Committee (Chair) Building Committee	Attorney, hospital administration, elected official	First 5 year term January 2014-May 2019	<a href="mailto:patriciapmcgovern@gmail.com">patriciapmcgovern@gmail.com</a>
Victor Abramson	Member		Parent advisor and business	Second 1 year term May 2015 – May 2016	<a href="mailto:vabramson@comcast.net">vabramson@comcast.net</a>
Mary Dyer	Member	new	Education, curriculum	First 5 year term January 2016-May 2020	<a href="mailto:mdyer@pingree.org">mdyer@pingree.org</a>
JohnFredy Loaiza	Member	new	Alumni, community	First 5 year term January 2016-May 2020	<a href="mailto:fredy.loaiza89@gmail.com">fredy.loaiza89@gmail.com</a>

## Appendix D

### Additional Required Information

#### Key Leadership Changes

Position	Name
Board of Trustees Chairperson	NA
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	NA
MCAS Test Coordinator	NA
SIMS Coordinator	NA
English Language Learner Director	Pat Teichman (Shifted responsibilities from Rebecca Morse)

#### Facilities

Community Day Charter Public School-R. Kingman Webster Lower and Upper School relocated to a new facility within Lawrence in this past school year. The new locations is at 439 So. Union Street, 3<sup>rd</sup> Floor. Locations of all Community Day Charter Public Schools are listed on the table below.

Location	Dates of Occupancy
Community Day Charter Public School-Prospect: ELC: 190 Hampshire Street Lower & Upper Schools: 73 Prospect Street	2001 1995
Community Day Charter Public School-Gateway: ELC: 9 Ballard Way Lower & Upper School: 50 Pleasant Street	2012 2013
Community Day Charter Public School-R. Kingman Webster: ELC: 7 Ballard Way Lower & Upper School: 439 So. Union Street, 3 <sup>rd</sup> Floor	2012 2016

#### Enrollment

The estimated student application deadline and lottery dates for students who are interested in enrolling in Community Day Charter Public Schools for the 2018-2019 school year are provided as follows.

Action	Date(s)
Student Application Deadline	All Schools: February 9, 2018
Lottery	Lottery for all schools: March 6, 2018



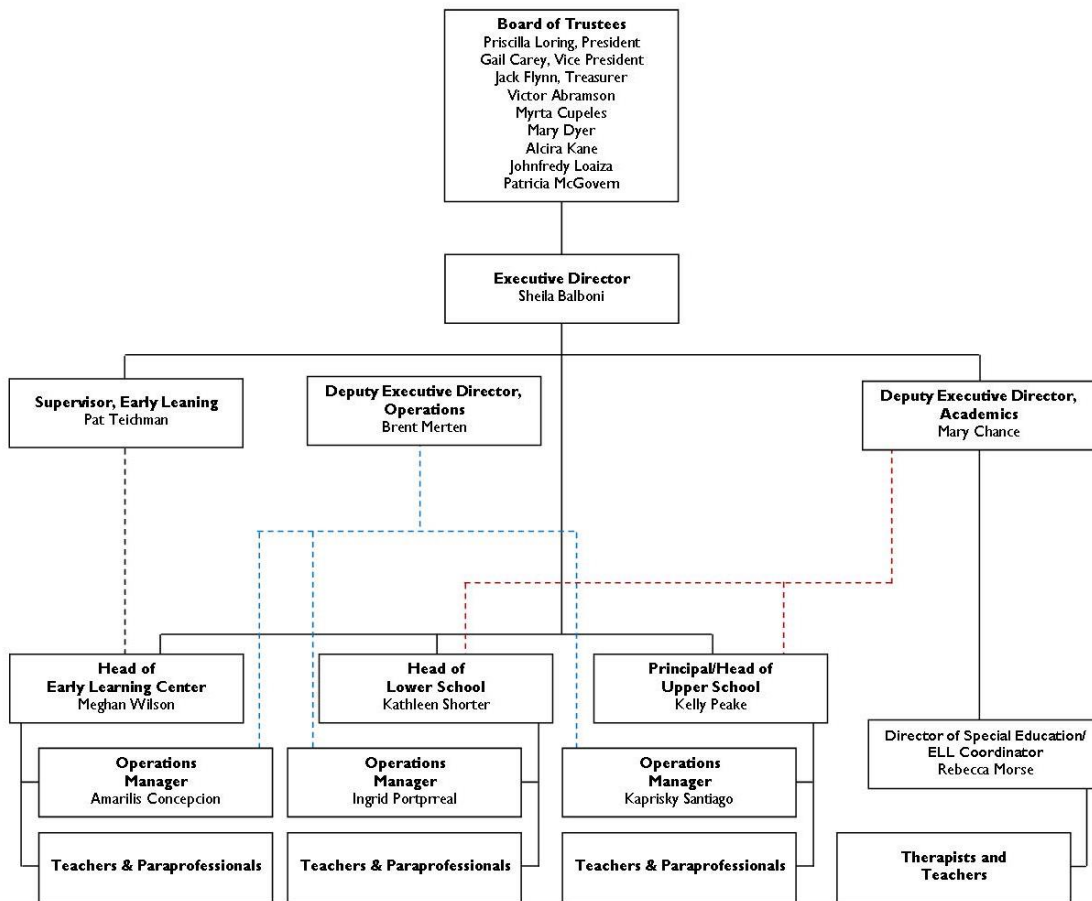
# **CDCPS Organizational Charts**

***NOTE: CDCSP Network-Level is attached separately to this document.***

## **School-Level Organizational Charts:**

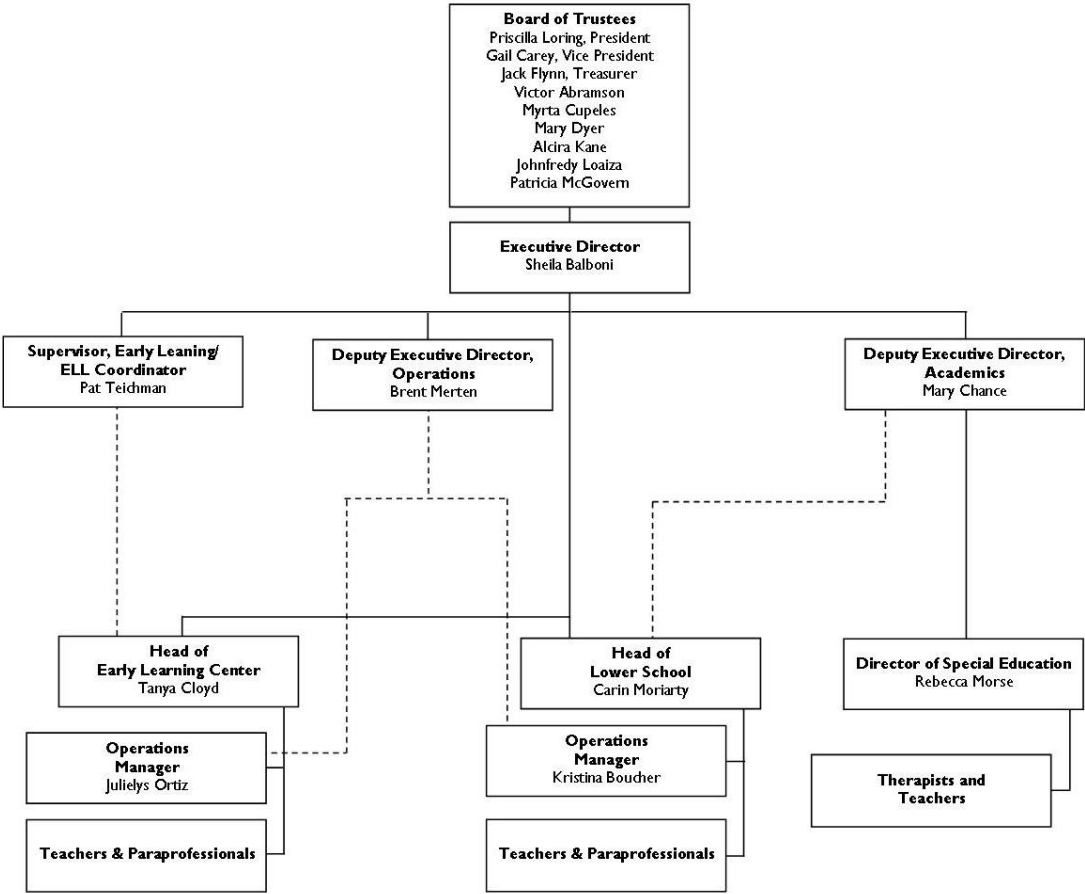
### **Community Day Charter Public School-Prospect**

Organization Chart  
2016-2017



Community Day Charter Public School-Gateway

Organization Chart  
2016-2017



# Community Day Charter Public School-Webster

Organization Chart  
2016-2017

