



# Annual Report 2021-2022

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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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July 15, 2022

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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 School-Prospect</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Lawrence
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	1995	Year(s) the Charter was Renewed (if applicable)	2000, 2005, 2010, 2015, 2020
Maximum Enrollment	400	Enrollment as of <b>(fill in the date)</b>	399 as of 6/10/22
Chartered Grade Span	K1-8	Current Grade Span	K1-8
Number of Instructional Days per School Year (as stated in the charter)	190	Students on Waitlist as of <b>(fill in the date)</b>	1,131 as of 6/10/22
Number of Instructional Days during the 2021-2022 School Year	183 total days of instruction		
School Hours (ex: 8:30-3pm M-F)	8:00-4:00pm	Age of School as of 2021- 2022 School Year	26
<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>			

<b>Community Day Charter Public School-Gateway</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Lawrence
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2012	Year(s) the Charter was Renewed (if applicable)	2017, 2022
Maximum Enrollment	400	Enrollment as of <b>(fill in the date)</b>	397 as of 6/10/22
Chartered Grade Span	K1-8	Current Grade Span	K1-8
Number of Instructional Days per School Year (as stated in the charter)	190	Students on Waitlist as of <b>(fill in the date)</b>	1,131 as of 6/10/22
Number of Instructional Days during the 2020-2021 School Year	183 total days of instruction		
School Hours (ex: 8:30-3pm M-F)	8:00-4:00pm	Age of School as of 2020- 2021 School Year	10
<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>			

**Community Day Charter Public School-R. Kingman Webster**

Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Lawrence
Regional or Non-Regional	Non-Regional	Chartered Districts in Region (if applicable)	NA
Year Opened	2012	Year(s) the Charter was Renewed (if applicable)	2017, 2022
Maximum Enrollment	400	Enrollment as of <b>(fill in the date)</b>	400 as of 6/10/22
Chartered Grade Span	K1-8	Current Grade Span	K1-8
Number of Instructional Days per School Year (as stated in the charter)	190	Students on Waitlist as of <b>(fill in the date)</b>	1,131 as of 6/10/22
Number of Instructional Days during the 2020-2021 School Year	183 total days of instruction		
School Hours (ex: 8:30-3pm M-F)	8:00-4:00pm	Age of School as of 2020- 2021 School Year	10

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.

## Letter from the Chair, CDCPS Board of Trustees

I am pleased to share the 2021-22 Annual Report for Community Day Charter Public School. After spending most of the 2020-21 school year in remote learning, CDCPS staff and students were excited to fully transition back to the classroom, a familiar environment that fosters growth, personal connections, and hands-on learning.

This 2021-22 Annual Report demonstrates how our students and teachers conquered difficulties and tackled issues such as student learning gaps, social-emotional needs of students and staff, health and safety of the CDCPS community, and overall student development. This past year the CDCPS school community thrived and proved that we are better together than apart.

School year 2021-22 marks the second year that CDCPS was operating at maximum enrollment of 1200 students across the network. CDCPS-Gateway and CDCPS-R. Kingman Webster completed their tenth year of operation, each serving a total enrollment of 400, and graduated their third class of 8<sup>th</sup> grade students. CDCPS-Prospect concluded its 27<sup>th</sup> year and continued to serve 400 students in kindergarten 1 - grade 8.

Additionally, the Massachusetts Department of Education approved the merger of CDCPS-Prospect, CDCPS-Gateway, and CDCPS-R. Kingman Webster. CDCPS will now operate as one school beginning July 1, 2022. Our schools have always operated as a cohesive network, so this will not affect the everyday life of our school communities, but it will ease the operational management of the schools, as well as simplify the application and lottery process for incoming families.

The shift back to the classroom was challenging for many members of the CDCPS community. Under the direction of CEO Maria Gonzalez Moeller and Chief Academic Officer Mary Chance, health and safety measures were implemented in every CDCPS building, including, but not limited to, sanitizing stations, masks, updated sick policies, on-site testing, and on-site COVID vaccination clinics. These policies, in conjunction with the cooperation of families and staff, helped to keep the number of positive COVID-19 cases low among students and staff, across nine buildings, even when the local community experienced upward trends.

In June, CDCPS held outdoor graduation ceremonies for 8<sup>th</sup> grade students from Prospect, Gateway, and Webster. CDCPS students head off to the 22 different high schools this fall: Abbott Lawrence Academy, Brooks School, Phillips Academy Andover, Pingree School, Concord Academy, Penguin Hall, St. John's Prep, Central Catholic, Notre Dame Cristo Rey, Boston University Academy, Bradford Christian Academy, Academy of Notre Dame – Tyngsboro, Greater Lawrence Tech, Whittier Tech, and a number of other local high schools.

Moreover, one hundred and seven CDCPS graduates collectively earned \$1,049,580 in aid from independent schools and \$487,485 in aid from parochial schools making the total aid awarded \$1,537,065.

This has been a year of transformation, strength, and community. I am grateful to the administrators, teachers, parents, and students for their dedication and cooperation. Their commitment has allowed Community Day Charter Public Schools to focus on student development and offer a solid educational foundation which will assist them not only in their years in CDCPS, but during high school and beyond.

Sincerely,



Bill Webber, President  
CDCPS Board of Trustees

## 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, EL 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

Date Submitted	Amendment Requested	Pending or Approved?
November 2, 2021	Consolidation of the charters of Community Day Charter Public School-Prospect, Community Day Charter Public School-Gateway, and Community Day Charter Public School-R. Kingman Webster into one charter for Community Day Charter Public School.	Approved, 1/25/22

## 2020-2021

### Access and Equity

During the 2020-21 school year, there were 2 suspensions at CDCPS-Gateway (1 student), 4 suspensions at CDCPS-Prospect (4 students), and 1 at CDCPS-R. Kingman Webster (1 student). CDCPS works to limit any sort of in or out of school suspensions and beginning during the summer of 2018 the CDCPS school leadership team began to develop more extensive behavior policies and procedures, and has continued to refine this process each year. This toolkit for our staff includes student expectations, a clear definition of staff roles, a tiered-response chart with examples of how to deal with behavior, strategies for deescalating situations, clear definitions on what behavior calls for suspensions, and an additional toolkit on successful strategies to address behavior. There is a separate toolkit for each age group, Early Learning Center (PK-1), Lower School (grades 2-4), and Upper School (grades 5-8).

**CDCPS-Gateway 2020-21 Student Discipline**

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04260000&orgtypecode=5&=04260000&>

<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	402	1			
EL	78	1			
Economically Disadvantaged	281	1			
Students with Disabilities	52	0			
High Needs	339	1			
Female	191	0			
Male	211	1			
American Indian or Alaska Native	2	0			
Asian	2	0			
African American/Black	5	0			
Hispanic/Latino	384	1			
Multi-race, Non-Hispanic/Latino	0	0			
Native Hawaiian or Pacific Islander	0	0			
White	9	0			



CDCPS-Prospect 2020-21 Student Discipline

<https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04400000&orgtypecode=5&leftNavId=16818&>

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	400	4			
EL	97	2			
Economically Disadvantaged	268	4			
Students with Disabilities	51	1			
High Needs	330	4			
Female	201	0			
Male	199	4			
American Indian or Alaska Native	1	0			
Asian	0	0			
African American/Black	3	0			
Hispanic/Latino	389	4			
Multi-race, Non-Hispanic/Latino	0	0			
Native Hawaiian or Pacific Islander	0	0			
White	7	0			

CDCPS-R. Kingman Webster 2020-21 Student Discipline

<https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04310000&orgtypecode=5&=04310000&>

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	404	1			
EL	84	0			
Economically Disadvantaged	259	1			
Students with Disabilities	50	1			
High Needs	324	1			
Female	212	0			
Male	192	1			
American Indian or Alaska Native	0	0			
Asian	4	0			
African American/Black	5	0			
Hispanic/Latino	382	1			
Multi-race, Non-Hispanic/Latino	2	0			
Native Hawaiian or Pacific Islander	0	0			
White	11	0			

## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at School was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Academic Performance Collaboration with LEAP on ELA and curriculum	On-going professional development and technical supports	CAO, Director of Early Learning, Director of Curriculum and Instruction K1-1	The Lawrence Early Achievement Partnership (LEAP) was created through the Massachusetts Preschool Expansion grant to expand preschool in the city. LEAP classrooms are now funded in part through a Commonwealth Preschool Partnership Initiative (CPPI) grant from the MA Dept. of Early Education and Care, and the program is a partnership between The Community Group (TCG), Greater Lawrence Community Action Council, and Lawrence Public Schools (LPS).	Assisted in the continued implementation of ELA curriculum, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans.
Learning materials for execution of SEL/Connect Science Energy content	On-going conversations with DESE consultant for Connect Science grant; posting of materials for Connect Science shared resources	Director of Academics, Teachers	Connect Science DESE staff and grantees	Continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction. Connect Science prepares students to be knowledgeable and engaged citizens who can collaborate with others to solve community problems.
Application, Budget Management, and Program Implementation for 180 Title III A Funding	Presenters for DESE sponsored webinar for “Introduction to Title IIIA Consortia for Charter Schools” May 6, 2022	Director of Academics, Supervisor of Early Education & EL Coordinator, CDCPS Director of Accounting	Fellow charter schools and LEAs	Continued sharing of best practices for procurement and utilization of Title III funding; Federal Grants Specialist requested participation at future webinars

## Academic Program Success

### Student Performance

The Massachusetts Department of Elementary and Secondary Education (DESE) did not issue school, district, or state accountability determinations for the 2019-2020 school year due to the cancellation of state assessments and school closures related to COVID-19. As well, DESE did not issue school, district, or state accountability determinations in 2021. The accountability information below represents results from 2019. The MCAS 2019 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 2021 Report Card:

*CDCPS-Gateway:*

<https://reportcards.doe.mass.edu/2021/04260205>

*CDCPS-Prospect:*

<https://reportcards.doe.mass.edu/2021/04400205>

*CDCPS-R. Kingman Webster:*

<https://reportcards.doe.mass.edu/2021/04310205>

2019 Official Accountability Report – Gateway	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	70% - Substantial progress toward targets
Accountability percentile	-

2019 Official Accountability Report – Prospect	
Overall classification	Not requiring assistance or intervention
Reason for classification	Substantial progress toward targets
Progress toward improvement targets	56% - Substantial progress toward targets
Accountability percentile	-

2019 Official Accountability Report – Webster	
Overall classification	Not requiring assistance or intervention
Reason for classification	Meeting or exceeding targets
Progress toward improvement targets	82% - Meeting or exceeding targets
Accountability percentile	-

## Academic Program

During the summer of 2021, the CDCPS team, including the CEO, Chief Academic Officer (CAO), Director of Academics, Director of Early Learning, Network Directors of Curriculum and Instruction (DCIs), Director of Special Education, and Heads of School prepared for a full school year of in-person learning. The previous year, based on health metrics of sending district of Lawrence, CDCPS executed a remote learning instructional model from September through March 2021. CDCPS then moved to full, five days a week in-person instruction for grades K-5 on April 5<sup>th</sup> and for grades 6-8 on May 3<sup>rd</sup> through the end of the 20-21 school year. Families were given the option of remaining remote. Utilizing the CDCPS cycle of continuous improvement, where summer represents the starting phase of planning and analyzing assessment and stakeholder feedback data, the group prepared for a pathway of “continued learning” and thoughtful preparation for the return of students in the fall. The three key priorities based on the DESE Accelerated Roadmap (May 2021) included:

- Fostering a sense of belonging and partnership with students and families
- Ensuring strong grade-appropriate instruction with just-in time scaffolds
- Continuous monitoring of student understanding

For all components of this accelerated learning plan, CDCPS adhered to DESE health and safety standards as indicated in the updated CDCPS Facilities, Operations, and Transportation Guidelines as we implemented a year of full in-person instruction while mitigating the spread of the COVID-19 virus.

The initial component for return to school was to focus on creating a renewed sense of belonging for staff, students, and family. CDCPS partnered with DEEP (Disruptive Equity Education Project) to provide training for leaders and teachers focused on understanding the continuum of Diversity, Belonging, Equity, and Inclusion. DEEP also supported leadership, with a focus on creating a sense of belonging through targeted ice-breakers for staff which teachers could also utilize with students. One major focus of the 2-week teacher orientation in August was to work through strategies and activities related to the Second Step Curriculum. The goal was to focus the first four weeks of school on creating classroom culture, connecting students with anxiety or signs of trauma to any needed supports, and creating classroom connections through morning meetings, dedicated SEL blocks, and classroom “family meetings”. In addition, CDCPS was awarded a Safe and Supportive Schools grant (SASS) and formed a representative group of stakeholders across the three schools. The SASS stakeholder group created an action plan that included a targeted focus on strategies for leaders and teachers to support students with anxiety or trauma-based needs. For families, although CDCPS continued to limit in-person family gatherings, CDCPS held personal intake meetings with each family of an incoming K1 student as well as personal tours for any students and families transitioning after remote learning year to a new building for the next grade level. Faculty hosted virtual open houses and virtual curriculum nights each term to help families understand curriculum units and standards and associated resources so that they could support children at home. Finally, CDCPS has a Director of Family Engagement who continued individual family outreach and support, and helped to connect families to wrap-around services.

For access to grade-level curriculum paired with continuous monitoring of understanding, CDCPS maintained and will continue many of the same curriculum and assessment systems. The Chief Academic Officer (CAO) and Director of Academics (DOA) work with network Directors of Curriculum and Instruction (DCIs) to create yearly curriculum maps that help teachers to pace lessons throughout the year. DCIs facilitate end-of-year team meetings for horizontal alignment, and also facilitate network vertical alignment sessions with lead planners and school leaders. Based on teacher input, paired with analysis of any end of the year data, the DOA and network DCIs for grades K-8 meet during the summer to update the Year at a Glance and curriculum mapping to reflect suggested changes and shifts for upcoming academic year. At our annual teacher orientation each August, DCIs, Heads of School, and teachers review curriculum maps and make revisions based on current student data. This

will continue to be paired with health and safety as well as SEL training and support for the upcoming school year. Learning teams continue to discuss standards for ever-improving vertical and horizontal alignment during professional development days all year.

With the return to school, there will be internal diagnostics given for ELA and Math at each grade level developed by CAO, DOA, and DCIs, which in turn will be utilized to update all curriculum units and individual student goals as needed. This will begin the continual cycle of data analysis for the school year with periodic assessment periods and release of state summative data, analysis of this data, and utilization of this data to adjust groupings and instruction. The goal was and will continue to be learning acceleration, where all students will receive consistent access to grade-level work with targeted scaffolds to make it accessible. We will also maintain key intervention blocks to work with unfinished learning from the previous year for Tier 2 and Tier 3 supports. In addition, this year, intervention times and extended learning time included after school and Lift-Up academies during February and April break. These times were utilized to support any student absent due to COVID diagnosis or necessary quarantine.

The CDCPS curriculum is fully implemented in each classroom of each school. Each teacher utilizes the common Blackboard Configuration (BBC) each day – the Aim (what is to be taught), Do Now (warm-up activity), main lesson steps, and homework for each lesson. The Aim, which teachers are expected to display for each lesson, is standards-driven and based on the teacher’s curriculum map. Students learn to refer to the BBC as a way to understand the plan for each lesson, and school leaders use it to inform them at a glance about what is occurring in a classroom at any given time. Every teacher submits weekly lesson plans, which include the BBCs for each day as well as the key vocabulary/concepts that will be covered for the week. Weekly plans are saved to the school common drive and are available for review by Heads of School, DCIs, and teachers.

In spring 2022, representative teachers from each grade level and the Heads of School from each school came together to promote vertical alignment across grades; to discuss this past year’s implementation of curriculum; to analyze data from internal benchmarks and unit assessments and preliminary ACCESS and MCAS data; and to discuss needed curriculum adjustments. Teachers and leaders discussed the implementation of remote learning and return to in-person instruction, internal data, and anticipated areas of gaps. They began targeted planning for “continued learning” for the upcoming academic year. This included both targeted intervention planning for summer school, and curriculum planning for academic year 2022-2023. School staff focused on key skills to spiral review from the previous year, including any gaps with regards to basic fact fluency and foundational math standards; continued work with writing across K-8 with a balance of “back to basics” skill mini-lessons and “free writes” for joy of writing; and continued work with constructed response items across the curriculum for math, ELA, and science. In addition, we continued our focus on literacy for K-3 as CDCPS participated in year 1 of the three-year DESE grant program GLEAM (Growing Literacy Equity Across Massachusetts). Through GLEAM, we partnered with literacy consultants from The Hill to analyze our program, create a targeted action plan with the GLEAM Leadership Team of teachers, Heads of School, DCI and Directors of Academics and Early Literacy. A large focus for year 2 of GLEAM will be continuing to consider supplements, resources, and strategies for Tier 2 and Tier 3 interventions for acquisition of literacy skills as part of our established multi-tiered system of support. It is in curricular details like these that we refine our lessons for the best student learning.

The network has an extensive library of DCI and teacher-created curricula in the form of unit templates that address essential questions, standards, aligned assessment items, key vocabulary, and resources, which teachers review and update periodically to ensure alignment with grade-level learning standards. This year, DCIs worked with teachers to provide grade-level academic standards paired with targeted scaffolds and intervention as we continue to be thoughtful after a year where the majority of instruction was through synchronous remote instruction. In addition, DCIs worked with the CAO and DOA to update curricular units to include more culturally

diverse materials across the curriculum. Master teachers regularly come together in teams called “curriculum committees” to develop and update units that include standards, lesson vocabulary, differentiation, resources, and formative assessments. This happens during the school year and in the summer. Teams of teachers, Heads of School, and DCIs meet weekly to develop and/or revise weekly lesson plans that are guided by the goals and activities in these units. Teachers across all CDCPS schools meet in teacher teams to work on curricular issues. This year, we continued to utilize Zoom to gather teachers and leaders across all three schools, paired with in-person meetings. Over the years, teachers have added to the richness of CDCPS curriculum by taking into consideration such features as culturally diverse offerings, adjusted pacing due to any previous year gaps, resources, research-based strategies, and periodic benchmark testing. This “architecture” then becomes the basis for common units and individual lesson plan development.

**Meeting needs of all learners through program delivery:**

Community Day Charter Public Schools provide services for all students, including English learners and those with disabilities and/or special educational needs, as required by law. *During remote learning the previous year, CDCPS adhered to all state mandated guidelines to continue service delivery and outreach to students and families.*

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 Personal Educational Goals (PEG) for every student; each PEG identifies the student’s strengths and 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 fifty-six (156) Community Day Charter students received special education services in school year 2021-22. Section 504 accommodation plans were developed for 74 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 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.

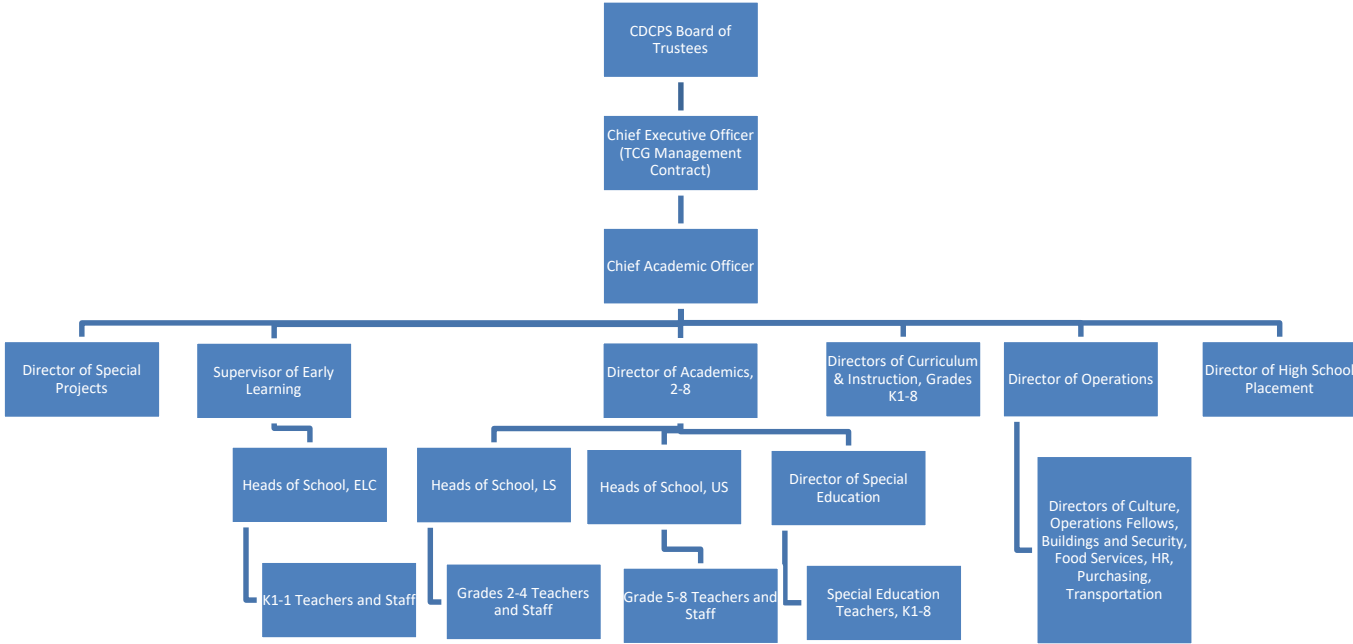
In 2021-22, there were 290 students identified as English learners (EL). EL students were placed in general education classrooms and EL instructional plans were prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level 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. These included 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 EL students. Each term, in addition to PEGs, there are term EL progress reports completed in order to continually assess the progress of each student on WIDA standards. 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. EL students also participate in the state’s ACCESS for EL tests, which measures their progress in learning English.

**Organizational Viability**

**Organizational Structure of the School Network**

- 1. CDCPS organizational chart for 2021-2022
  - a.



- b. Description of the organizational structure for 2021-22

- i. 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.



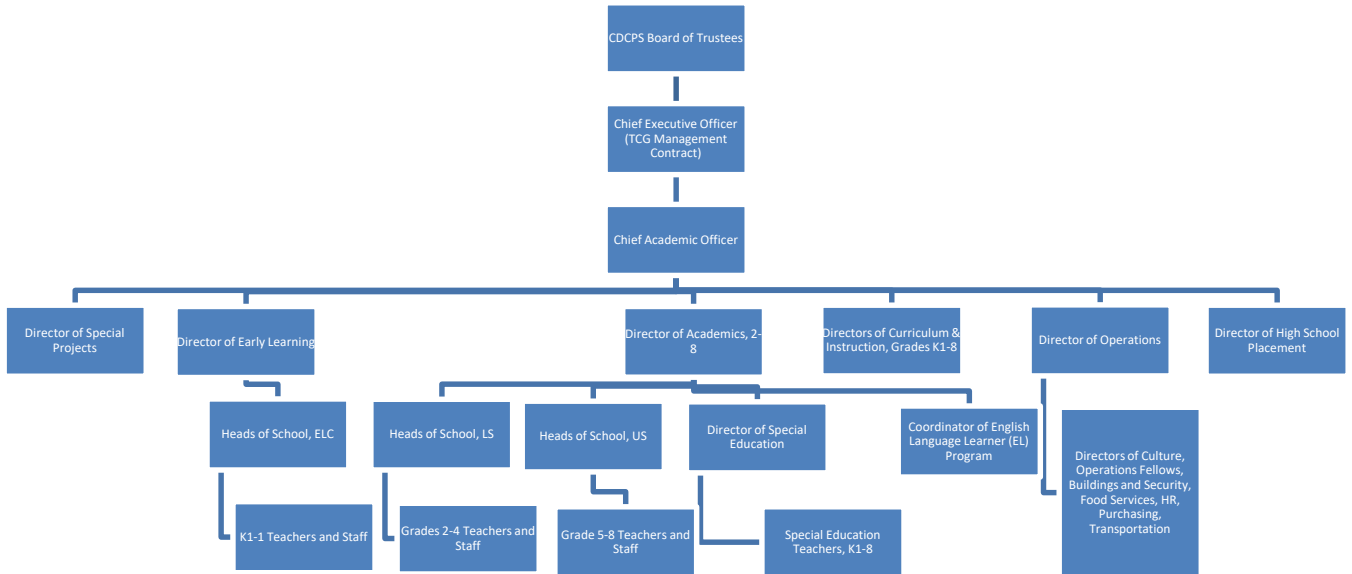
CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center (K1, K2, and grade 1), the Lower School (grades 2, 3, and 4), and the Upper School (grades 5, 6, 7, and 8). Each level has 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.

- ii. Changes in the organization structure for 2021-2022 included:
  - CDCPS hired a Director of Operations role to replace the Director of Student Services position. The Director of Operations is the conduit for connecting CDCPS with the management services provided by TCG through the management contract.
  - The Director of Special Education now reports to the Director of Academics.
  - A Director of Special Projects was hired and reports to the Chief Academic Officer and serves as a liaison between the schools and the Department of Elementary and Secondary Education, and also works on network-related projects.
  - The Director of High School Placement now reports directly to the Chief Academic Officer.

## **2. Network Structure**

- a. There were no changes in 2021-22 to the network structure.
- b. Anticipated changes in the organization structure for 2022-2023 are as follows:
  - CDCPS plans to hire a Coordinator of English Language Learner (EL) Program and separate this responsibility, which fell under the Supervisor of Early Learning in 2021-22.
  - The Supervisor of Early Learning position will be renamed the Director of Early Learning for the 2022-23 school year.

### Anticipated Organizational Chart (2022-2023)



- c. 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 Chief Executive Officer (CEO), who reports to the CDCPS board president, works closely with the full board, and supervises the network and school staff. The board evaluates the performance of the management company on an annual basis.

The CEO provides supervision to the Chief Academic Officer (CAO). The CAO oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services) and manages the Network Director of Operations, Director of Academics, Supervisor of Early Learning, and Network Directors of Curriculum and Instruction. The CAO works with the Supervisor of Early Learning to apply the agency’s deep understanding of early childhood learning to grades K1-1. The Network Director of Operations links the school to the TCG central office, supporting student services, including bus transportation, the nutrition program, and extracurricular activities.

## Budget and Finance Reports

### CDCPS-Prospect

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

	FY 22 Actual* (as of July 7, 2022)	FY 2023 Budget COMBINED SCHOOLS (July 1, 2022-June 30, 2023) Approved by the Board of Trustees 6/14/22)
<b>Revenue</b>		
Tuition	\$6,297,505	\$20,899,758
Grants (State, Federal & Private)	\$1,024,223	2,789,454
Medicaid (SPED)	\$60,612	130,000
Nutrition Programs	\$393,601	1,219,576
Transportation and Other fees	\$50,370	170,000
Donations	\$203,120	390,000
Other	<u>\$ 22,655</u>	<u>29,009</u>
<b>Total Operating Revenues</b>	<b>\$8,052,086</b>	<b>\$25,627,797</b>
<b>Expenses</b>		
Personnel	\$5,191,097	\$16,344,376
Other Direct Student Costs	\$826,905	\$2,719,584
Occupancy	730,195	\$2,077,289
Equipment Renewal & Replacement	72,180	
Other	<u>\$702,632</u>	<u>\$2,484,465</u>
<b>Total Operating Expenses</b>	<b>\$7,523,009</b>	<b>\$23,625,714</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.

Balance Sheet	
Current Assets	\$1,058,572
Fixed Assets (net)	\$24,656
Other Assets	<u>\$6,140,150</u>
Total Assets	<u>\$7,223,378</u>
Current Liabilities	\$486,260
Other Liabilities	\$2,018,367
Fund Balance	<u>\$4,718,751</u>
Total Liabilities and Fund Balance	<u>\$7,223,378</u>

Fundraising	
The School raised the following during the year ended June 30, 2022:	
Scholarships	\$167,526
Summer School	\$ 34,040
Music Program	-
General Support	<u>\$ 1,554</u>
Total Fundraising	<u>\$203,120</u>

**CDCPS-Gateway**

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

	<b>FY 22 Actual*</b> (as of July 7, 2022)	<b>FY 2023 Budget</b> (Combined – see Prospect)
<b>Revenue</b>		
Tuition	\$6,619,706	
Grants (State, Federal & Private)	\$905,918	
Medicaid (SPED)	\$44,552	
Nutrition Programs	\$451,452	
Transportation and Other fees	\$58,762	
Donations	\$110,248	
Other	<u>\$12,703</u>	
<b>Total Operating Revenues</b>	<b>\$8,203,341</b>	
<b>Expenses</b>		
Personnel	\$4,650,399	
Other Direct Student Costs	\$755,252	
Occupancy	\$668,723	
Equipment Renewal & Replacement	\$66,150	
Other	<u>\$626,324</u>	
<b>Total Operating Expenses</b>	<b>\$6,766,848</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	\$2,796,854
Fixed Assets (net)	\$4,702
Other Assets	<u>3,849,716</u>
Total Assets	<u>\$6,651,272</u>
Current Liabilities	\$400,445
Other Liabilities	\$1,847,233
Fund Balance	<u>4,403,594</u>
Total Liabilities and Fund Balance	<u>\$6,651,272</u>

<b>Fundraising</b>	
The School raised the following during the year ended June 30, 2021:	
Scholarship	\$96,801
Summer Programs	<u>\$13,447</u>
Total Fundraising	<u>\$110,248</u>

**CDCPS-R. Kingman Webster**  
**Statement of Operating Revenues and Operating Expenses (Unaudited)**

	<b>FY 22 Actual*</b> (as of July 7, 2022)	<b>FY 2023 Budget</b> (Combined – see Prospect)
<b>Revenue</b>		
Tuition	\$6,390,117	
Grants (State, Federal & Private)	852,341	
Medicaid (SPED)	28,057	
Nutrition Programs	388,959	
Transportation and Other fees	36,433	
Donations	73,512	
Other	<u>13,175</u>	
<b>Total Operating Revenues</b>	<b>\$7,782,594</b>	
<b>Expenses</b>		
Personnel	\$4,530,947	
Other Direct Student Costs	\$731,304	
Occupancy	607,859	
Equipment Renewal & Replacement	59,850	
Other	<u>\$639,415</u>	
<b>Total Operating Expenses</b>	<b>\$6,569,375</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	\$2,798,434
Fixed Assets (net)	509
Other Assets	<u>3,242,539</u>
Total Assets	<u>\$6,041,482</u>
Current Liabilities	\$403,574
Other Liabilities	\$1,847,233
Fund Balance	<u>3,790,675</u>
Total Liabilities and Fund Balance	<u>\$6,041,482</u>

<b>Fundraising</b>	
The School raised the following during the year ended June 30, 2021:	
Scholarship	\$73,512
Summer Programs	-
Total Fundraising	\$73,512

## Enrollment Table

<b>FY23 Enrollment Table</b>	<b>Gateway</b>	<b>Prospect</b>	<b>Webster</b>
Number of students pre-enrolled via March 15, 2022 submission	399	400	398
Number of students upon which FY23 budget tuition line is based	400	400	400
Number of expected students for FY23 first day of school	400	400	400
Please explain any variances:	CDCPS will be fully enrolled at 1,200 students for the first day of school in FY23. At the time of the March 15, 2022, pre-enrollment submission CDCPS had not filled all available spots. These openings will be filled prior to the first day of school.		

## Capital Plan for FY23

### Community Day Charter Public School -Prospect, Gateway, and Webster

Based on the results of the capital needs assessment conducted in 2021, Community Day Charter Public School has identified the need for some future substantial capital improvements as well as a future need for additional space (gymnasium, lab/science rooms and auditorium) in the coming years. The school does not currently have a plan for significant capital projects in FY23. The school has deposited the total amounts below into a capital reserve account, and we expect to develop a more detailed capital plan with specific projects by the end of 2023.

School	FY21	FY22	Total
Prospect	\$350,000	\$0	\$350,000
Gateway	\$950,000	\$625,000	\$1.575M
Webster	\$350,000	\$750,000	\$1.1M

# Appendix A

## Accountability Plan Evidence 2021-22

**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.

**2021-22 CDCPS-Prospect, Faithfulness to Charter**

	2021-22 Performance (Met/Partially Met/Not met)	Evidence																								
<b>Objective 1:</b> 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:</b> Annually, the average ranking of CDCPS-Prospect for all MCAS type ELA tested grade levels with all Lawrence elementary and middle public schools (excluding CDCPS-Gateway and CDCPS-R. Kingman Webster) will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	2021 MCAS ELA <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Number Rank</th> <th>Percent Rank</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 4</td> <td>2/11</td> <td>18</td> </tr> <tr> <td>Grade 5</td> <td>1/11</td> <td>9</td> </tr> <tr> <td>Grade 6</td> <td>2/11</td> <td>18</td> </tr> <tr> <td>Grade 7</td> <td>1/10</td> <td>10</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>11</td> </tr> </tbody> </table>		Number Rank	Percent Rank	Grade 3	1/11	9	Grade 4	2/11	18	Grade 5	1/11	9	Grade 6	2/11	18	Grade 7	1/10	10	Grade 8	1/11	9	Average 3-8	NA	11
		Number Rank	Percent Rank																							
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Grade 3	1/11	9																								
Grade 4	1/11	9																								
Grade 5	1/11	9																								
Grade 6	1/11	9																								

		Grade 7	1/10	10
		Grade 8	1/11	9
		Average 3-8	NA	9
<b>Measure 3:</b> Annually, the average ranking of CDCPS-Prospect for all MCAS type Science tested grade levels with all Lawrence elementary and middle public schools (excluding CDCPS-Gateway and CDCPS-R. Kingman Webster) will be in the top 15%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	2021 MCAS Science		
			Number Rank	Percent Rank
		Grade 5	2/11	18
		Grade 8	1/11	9
		Average 3-8	NA	13
<b>Measure 4:</b> Annually, 80% 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 with a 70% response rate from schools.	<b>Met</b>	81.4% 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 with a 72.2% response rate.		
<b>Objective 2:</b> CDCPS-Prospect will focus on each child succeeding academically and socially through individualized instruction.				
<b>Measure 1:</b> Personal Education Goals (PEGs), inclusive of social emotional goals, will be developed for 100% of CDCPS-Prospect student each year that provide specific feedback on individual student performance and action plans to address individual student goals.	<b>Met</b>	Personal Education Goals (PEGs) were developed each term, three times, during the 2021-2022 school year for all CDCPS-Prospect students.		
<b>Measure 2:</b> Everyday, for each core subject and for each class at CDCPS-Prospect, differentiated instruction will occur in each classroom as teachers create action plans based on our internal assessment system. Action plans, listing specific small groups with intervention strategies, will be created after each assessment cycle.	<b>Met</b>	Student action plans were completed by teachers after each internal assessment during the 2021-2022 school year for all CDCPS-Prospect students.		
<b>Measure 3:</b> Individual learning – Annually, 80% of parents agree or strongly agree that CDCPS-Prospect “consistently uses a variety of teaching methods to promote attention to the individual	<b>Met</b>	2021-22 Parent Survey Results		



learning styles of each child.” Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.			Prospect
		Response Rate	84.4%
		Individual Learning Styles	89.6%
<b>Objective 3:</b> CDCPS-Prospect will have programs and policies that encourage strong parent involvement in their child’s education.			
<b>Measure 1:</b> Annually, the first parent teacher conference in December will have 100% parent participation.	<b>Met</b>	The first parent teacher conference in the year had 100% (400 of 400) parent participation.	
<b>Measure 2:</b> Parent involvement – annually, 80% of parents agree or strongly agree that CDCPS-Prospect provides them with multiple opportunities to partner and share in their child’s school experience. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.	<b>Met</b>	2021-22 Parent Survey Results	
			Prospect
		Response Rate	84.4%
		Parent Involvement	88.1%
<b>Objective 4:</b> CDCPS-Prospect will ensure that parents have positive feelings about their child’s experience at school.			
<b>Measure 1:</b> Academic learning - annually, 80% of parents agree or strongly agree that CDCPS-Prospect consistently uses a variety of teaching methods to promote high scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.	<b>Met</b>	2021-22 Parent Survey Results	
			Prospect
		Response Rate	84.4%
		Scholastic Achievement	95.2%
<b>Measure 2:</b> Social environment – annually, 80% 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. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.	<b>Met</b>	2021-22 Parent Survey Results	
			Prospect
		Response Rate	84.4%
		Physical & Emotional Safety	90.6%
		Multicultural Aspects	92.1%
<b>Objective 5:</b> CDCPS-Prospect will celebrate the culture and community of Lawrence.			
<b>Measure 1:</b> Cultural Respect – annually, 80% of parents agree or strongly agree that CDCPS-Prospect students and faculty consistently	<b>Met</b>	2021-22 Parent Survey Results	

respect the multi-cultural aspects of the Lawrence community. Annual surveys sent to each CDCPS-Prospect family with a desired 50% response rate.			Prospect
		Response Rate	84.4%
		Multicultural Aspects	92.1%
<b>Measure 2:</b> Each year, CDCPS-Prospect will incorporate at least one unit of study on the city and culture of Lawrence at each grade level each year kindergarten through grade 8.	<b>Met</b>	Immigration is woven through all grades at CDCPS. As Lawrence is an immigrant city, the history and culture of Lawrence is always a part of these units.	

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

	2021-22 Performance (Met/Partially Met/Not met)	Evidence
<b>Objective 1:</b> CDCPS-Prospect will collaborate with Boston Public Schools (BPS), Lawrence Public Schools (LPS) and the Lawrence Early Achievement Program (LEAP) on the implementation and program design of Core Knowledge Language Arts (CKLA) program implementation for PreK-Grade 2.		
<b>Measure 1:</b> During each year of the charter term, the network of TCG will organize and CDCPS-Prospect teachers will conduct at least 5 workshops/school tours for administrators and teachers from BPS, LPS and LEAP on the implementation strategies and programmatic implementation of CKLA.	<b>Met</b>	<p>CDCPS-Prospect assisted LEAP in the continued implementation of ELA curriculum, Core Knowledge, including shared best practices, professional development, and other developed materials including curriculum pacing guides and daily lesson plans.</p> <p>CDCPS-Prospect continued sharing of best practices for procurement and utilization of Title III funding and presented at the DESE sponsored webinar “Introduction to Title IIIA Consortia for Charter Schools” on May 6, 2022.</p>

**Objective 2:** CDCPS-Prospect will collaborate with the Connect Science team statewide on the creation of online curriculum resources for fourth grade science that combines lessons about energy and resources with the teaching of social and emotional skills.

<b>Measure 1:</b> During the charter term, the network of TCG and CDCPS-Prospect administrators and teachers share and provide support for schools incorporating Connect Science in the form of curriculum maps, weekly overview documents and daily lesson plans.	<b>Met</b>	CDCPS-Prospect continued sharing of learning materials related to implementation of an interdisciplinary approach to instruction during the 2021-2022 school year.
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**2021-22 CDCPS-Gateway and CDCPS-R. Kingman Webster**

	<b>2021-22 Performance (Met/Partially Met/Not met)</b>	<b>Evidence</b>																																
<b>Objective 1:</b> CDCPS-Gateway and CDCPS R. Kingman Webster will have high academic achievement for its students compared to the Lawrence district.																																		
<b>Measure 1:</b> Annually, the average ranking (for all MCAS type ELA tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	<p>2021 MCAS ELA</p> <table border="1" data-bbox="849 1031 1398 1545"> <thead> <tr> <th></th> <th>Gateway Rank</th> <th>Webster Rank</th> <th>Percent Rank (G/W)</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>2/11</td> <td>1/11</td> <td>18/9</td> </tr> <tr> <td>Grade 4</td> <td>1/11</td> <td>2/11</td> <td>9/18</td> </tr> <tr> <td>Grade 5</td> <td>2/11</td> <td>2/11</td> <td>18/18</td> </tr> <tr> <td>Grade 6</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Grade 7</td> <td>1/10</td> <td>1/10</td> <td>10/10</td> </tr> <tr> <td>Grade 8</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>NA</td> <td>11/11</td> </tr> </tbody> </table>		Gateway Rank	Webster Rank	Percent Rank (G/W)	Grade 3	2/11	1/11	18/9	Grade 4	1/11	2/11	9/18	Grade 5	2/11	2/11	18/18	Grade 6	1/11	1/11	9/9	Grade 7	1/10	1/10	10/10	Grade 8	1/11	1/11	9/9	Average 3-8	NA	NA	11/11
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<b>Measure 2:</b> Annually, the average ranking (for all MCAS type Math tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in	<b>Met</b>	<p>2021 MCAS Math</p> <table border="1" data-bbox="849 1619 1398 1898"> <thead> <tr> <th></th> <th>Gateway Rank</th> <th>Webster Rank</th> <th>Percent Rank (G/W)</th> </tr> </thead> <tbody> <tr> <td>Grade 3</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Grade 4</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Grade 5</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> </tbody> </table>		Gateway Rank	Webster Rank	Percent Rank (G/W)	Grade 3	1/11	1/11	9/9	Grade 4	1/11	1/11	9/9	Grade 5	1/11	1/11	9/9																
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the top 2 achievement categories combined.		<table border="1"> <tr> <td>Grade 6</td> <td>2/11</td> <td>1/11</td> <td>18/9</td> </tr> <tr> <td>Grade 7</td> <td>1/10</td> <td>2/10</td> <td>9/9</td> </tr> <tr> <td>Grade 8</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>NA</td> <td>11/9</td> </tr> </table>	Grade 6	2/11	1/11	18/9	Grade 7	1/10	2/10	9/9	Grade 8	1/11	1/11	9/9	Average 3-8	NA	NA	11/9
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Grade 8	1/11	1/11	9/9															
Average 3-8	NA	NA	11/9															
<b>Measure 3:</b> Annually, the average ranking (for all MCAS type Science tested grade levels at CDCPS-Gateway) of CDCPS-Gateway with all Lawrence elementary and middle public schools (excluding CDCPS-Prospect and CDCPS-R. Kingman Webster) will be in the top 20%, as measured by the percentage of students scoring in the top 2 achievement categories combined.	<b>Met</b>	2021 MCAS Science <table border="1"> <thead> <tr> <th></th> <th>Gateway Rank</th> <th>Webster Rank</th> <th>Percent Rank (G/W)</th> </tr> </thead> <tbody> <tr> <td>Grade 5</td> <td>2/11</td> <td>2/11</td> <td>18/18</td> </tr> <tr> <td>Grade 8</td> <td>1/11</td> <td>1/11</td> <td>9/9</td> </tr> <tr> <td>Average 3-8</td> <td>NA</td> <td>NA</td> <td>13/13</td> </tr> </tbody> </table>		Gateway Rank	Webster Rank	Percent Rank (G/W)	Grade 5	2/11	2/11	18/18	Grade 8	1/11	1/11	9/9	Average 3-8	NA	NA	13/13
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<b>Objective 2:</b> CDCPS-Gateway and CDCPS R. Kingman Webster will focus on each child succeeding academically and socially through individualized instruction.																		
<b>Measure 1:</b> Personal Education Goals (PEGs), inclusive of social-emotional goals will be developed for each CDCPS-Gateway and CDCPS-R. Kingman Webster student each year.	<b>Met</b>	Personal Education Goals (PEGs) were developed each term, three times, during the 2021-2022 school year for all CDCPS-Gateway and CDCPS-R. Kingman Webster students.																
<b>Measure 2:</b> Everyday, For each core subject and for each class at CDCPS-Gateway and CDCPS-R. Kingman Webster, differentiated instruction will occur in each classroom.	<b>Met</b>	Differentiated instruction occurred in all CDCPS-Gateway and CDCPS-R. Kingman Webster classroom during the 2021-2022 school year as evidence by classroom lesson plans and action plans.																
<b>Measure 3:</b> Individual learning – Annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster “consistently uses a variety of teaching methods to promote attention to the individual learning styles of each child.”	<b>Met</b>	2021-22 Parent Survey Results: <table border="1"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>70.3%</td> <td>65%</td> </tr> <tr> <td>Individual Learning Styles</td> <td>78%</td> <td>75%</td> </tr> </tbody> </table>		Gateway	Webster	Response Rate	70.3%	65%	Individual Learning Styles	78%	75%							
	Gateway	Webster																
Response Rate	70.3%	65%																
Individual Learning Styles	78%	75%																
<b>Objective 3:</b> CDCPS-Gateway and CDCPS- R. Kingman Webster will have programs and policies that encourage strong parent involvement in their child’s education.																		
<b>Measure 1:</b> Annually, the first parent teacher conference in December will have 100% parent participation.	<b>Met</b>	The first parent teacher conference in the year had 100% (400 of 400) parent participation for CDCPS-Gateway and CDCPS-R. Kingman Webster.																

<p><b>Measure 2:</b> Parent involvement – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster provides them with multiple opportunities to partner and share in their child’s school experience.</p>	<p><b>Met</b></p>	<p>2021-22 Parent Survey Results</p> <table border="1" data-bbox="787 296 1323 489"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>70.3%</td> <td>65%</td> </tr> <tr> <td>Parent Involvement</td> <td>78.6%</td> <td>75%</td> </tr> </tbody> </table>		Gateway	Webster	Response Rate	70.3%	65%	Parent Involvement	78.6%	75%			
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<p><b>Objective 4:</b> CDCPS-Gateway and CDCPS R. Kingman Webster will ensure that parents have positive feelings about their child’s experience at school.</p>														
<p><b>Measure 1:</b> Academic learning - annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster consistently uses a variety of teaching methods to promote High scholastic achievement for all students in English Language Arts, Mathematics, Science, Social Studies, and Use of Technology.</p>	<p><b>Met</b></p>	<p>2021-22 Parent Survey Results</p> <table border="1" data-bbox="787 615 1323 808"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>70.3%</td> <td>65%</td> </tr> <tr> <td>Scholastic Achievement</td> <td>89%</td> <td>85.6%</td> </tr> </tbody> </table>		Gateway	Webster	Response Rate	70.3%	65%	Scholastic Achievement	89%	85.6%			
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<p><b>Measure 2:</b> Social environment – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster 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.</p>	<p><b>Partially Met</b></p>	<p>2021-22 Parent Survey Results</p> <table border="1" data-bbox="787 989 1323 1270"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Response Rate</td> <td>70.3%</td> <td>65%</td> </tr> <tr> <td>Physical &amp; Emotional Safety</td> <td>78.2%</td> <td>72.8%</td> </tr> <tr> <td>Multicultural Aspects</td> <td>85.3%</td> <td>81.6%</td> </tr> </tbody> </table>		Gateway	Webster	Response Rate	70.3%	65%	Physical & Emotional Safety	78.2%	72.8%	Multicultural Aspects	85.3%	81.6%
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<p><b>Objective 5:</b> CDCPS-Gateway and CDCPS-R. Kingman Webster will celebrate the culture and community of Lawrence.</p>														
<p><b>Measure 1:</b> Cultural Respect – annually, 75% of parents agree or strongly agree that CDCPS-Gateway/Webster students and faculty consistently respect the multi-cultural aspects of the Lawrence community.</p>	<p><b>Met</b></p>	<p>2021-22 Parent Survey Results</p> <table border="1" data-bbox="787 1472 1323 1610"> <thead> <tr> <th></th> <th>Gateway</th> <th>Webster</th> </tr> </thead> <tbody> <tr> <td>Multicultural Aspects</td> <td>85.3%</td> <td>81.6%</td> </tr> </tbody> </table>		Gateway	Webster	Multicultural Aspects	85.3%	81.6%						
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<p><b>Measure 2:</b> Each year, CDCPS-Gateway/Webster will incorporate at least one unit of study on the city and culture of Lawrence at each grade level each year</p>	<p><b>Met</b></p>	<p>Immigration is woven through all grades at CDCPS. As Lawrence is an immigrant city, the history and culture of Lawrence is always a part of these units.</p>												

kindergarten through grade 8.		
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**CDCPS-Gateway and CDCPS-R. Kingman Webster Dissemination (Lead School for CDCPS Dissemination)**

	2020-21 Performance (Met/Partially Met/Not met)	Evidence
<b>Objective 1: In the course of assisting in the turnaround of the district Community Day Arlington (CDA) school, CDCPS-Gateway/CDCPS-R. Kingman Webster will share strategies for differentiation in ELA and Math.</b>		
<b>Measure 1:</b> During the charter term, the network of TCG will organize and CDCPS-Gateway/Webster teachers will conduct at least 5 workshops for teachers at CDA from the following list of topics, training these teachers in strategies for differentiation in ELA and Math, data analysis in ELA and Math, writing, problem-based learning strategies in Math, and checks for understanding in ELA and Math.	<b>Not Met</b>	*With COVID-19 and the end of TCG’s contractual relationship with CDA (ending on 6/30/20), CDCPS-Gateway and CDCPS-R. Kingman Webster held no outside dissemination workshops for 2021-22.
<b>Measure 2:</b> During the charter term, identified teachers from CDCPS-Gateway/Webster will conduct ongoing professional development and technical assistance with the integration of technology into daily curriculum and assessments directly with teachers from CDA.	<b>Not Met</b>	*With COVID-19 and the end of TCG’s contractual relationship with CDA (ending on 6/30/20), CDCPS-Gateway and CDCPS-R. Kingman Webster held no outside dissemination workshops for 2021-22.

## Appendix B

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

#### CDCPS-Prospect Recruitment Plan

2022-23

School Name: Community Day Charter Public School-Prospect

##### 2021-22 Implementation Summary:

The application deadline for CDCPS was February 25, 2022, followed by the single consolidated lottery on March 7<sup>th</sup>. This was our sixth year using online applications and the first year in which families were applying to our consolidated school for the 2022-23 school year. Every advertisement that was placed and every mailing prominently displayed the dates of both our application deadline, dates of our lottery and school contact information. Staff were available by phone or email continually throughout the application period. As well, our Open House (February 16<sup>th</sup> at 5:00pm) and lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 1,266 total applications for Community Day Charter Public School for the 107 anticipated openings.

CDPCS had 107 openings with 55 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2022-23 will not be enrolled until after August 1, 2022, 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, 2022 SIMS report.

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

###### General Recruitment Activities for 2022-23:

**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
- 2 Spanish language radio station(s)
- 1 English and 1 Spanish language newspaper advertisement
- 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 – 2022-23 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) Continued 2021-22 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.
  - The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
  - 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.

**(c) 2022-23 Additional Strategy(ies), if needed**

- Did not meet GNT/CI: additional and/or enhanced strategies below:
- Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).

**(a) CHART data**

**School percentage:**  
12.5%  
**GNT percentage:** N/A  
**CI percentage:** 13.1%

The school is below the CI percentage.

**Limited English-proficient students/English learners**

**(a) CHART data**

**School percentage:**  
24.5%  
**GNT percentage:** N/A  
**CI percentage:** 29.2%

**(b) Continued 2021-2022 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
- 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.
  - Media placement will include communication in Spanish at 2 Spanish



<p>The school is below CI percentage.</p>	<p>language radio stations and 1 Spanish language newspaper.</p> <ul style="list-style-type: none"> <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 style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>• Provided translators for families touring the school (1-2 years).</li> <li>• Disseminate translated materials at cultural celebrations and citywide recreational events (1-2 years).</li> </ul>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 77.8%</p> <p><b>GNT percentage:</b> 68.2%</p> <p><b>CI percentage:</b> 83%</p> <p>The school is above GNT percentage and below CI percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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>• 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> <li>• Made 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>• Provided child care at one or more information sessions.</li> </ul> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>• Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul>
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<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) Continued 2021-22 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 style="text-align: center;"><b>(e) Continued 2021-22 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>	<p style="text-align: center;"><b>(f) Continued 2021-22 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) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

**CDCPS-Prospect Retention Plan  
2022-23**

**Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2021-22 Retention Plan.**

**2021-22 Implementation Summary:**

We are reporting on the 2021-22 Retention Rate (100% minus Attrition Rate):

- EL retention rates: 93.6%
- Low Income retention rates: 94.9%
- Special Education retention rates: 95.3%

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: EL (87.6%); Low Income (88.5%); and Special Education (89.9%)

Retention Plan –2022-23 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 4.7% <b>Third Quartile:</b> 18.3%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 style="text-align: center;"><b>(c) 2022-23 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>
<b>Limited English-proficient students/English learners</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 6.6% <b>Third Quartile:</b> 16.6%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 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 style="text-align: center;"><b>(c) 2022-23 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>

**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> 5.1% <b>Third Quartile:</b> 16.5%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) Continued 2021-22 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> <hr/> <p align="center"><b>(c) 2022-23 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 align="center"><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-22 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.</li> </ul>
<p align="center"><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2021-22 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.</li> <li>• Implement activities like career days that expose students to a range of careers and the pathways to their attainment.</li> <li>• Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.</li> </ul>
<p align="center"><u>Students who have dropped out of school</u></p>	<p align="center"><b>(f) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p align="center"><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

## CDCPS-Gateway Recruitment Plan 2022-23

School Name: Community Day Charter Public School-Gateway

### 2021-22 Implementation Summary:

The application deadline for CDCPS was February 25, 2022, followed by the single consolidated lottery on March 7<sup>th</sup>. This was our sixth year using online applications and the first year in which families were applying to our consolidated school for the 2022-23 school year. Every advertisement that was placed and every mailing prominently displayed the dates of both our application deadline, dates of our lottery and school contact information. Staff were available by phone or email continually throughout the application period. As well, our Open House (February 16<sup>th</sup> at 5:00pm) and lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 1,266 total applications for Community Day Charter Public School for the 107 anticipated openings.

CDPCS had 107 openings with 55 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2022-23 will not be enrolled until after August 1, 2022, 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, 2022 SIMS report.

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

#### General Recruitment Activities for 2022-23:

**Advertising:** Prior to the lottery, each school will advertise through the local media (English/Spanish) and by leafletting (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 – 2022-23 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 11.2%</p> <p><b>GNT percentage:</b> 11.9%</p> <p><b>CI percentage:</b> 13.1%</p> <p>The school is below GNT percentage and CI percentage.</p>	<p align="center"><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <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> <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 align="center"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ul style="list-style-type: none"> <li>• Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).</li> </ul>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 22.7%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 29.2%</p> <p>The school is below</p>	<p align="center"><b>(b) Continued 2021-22 Strategies</b></p> <p><input 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> </ul>
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<p>CI percentage.</p>	<ul style="list-style-type: none"> <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 align="center"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>Provided translators for families touring the school (1-2 years).</li> <li>Disseminate translated materials at cultural celebrations and citywide recreational events (1-2 years).</li> </ul>

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 74.3%</p> <p><b>GNT percentage:</b> 71.3%</p> <p><b>CI percentage:</b> 83.0%</p> <p>The school is above GNT percentage and below CI percentage.</p>	<p align="center"><b>(b) Continued 2021-22 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 2016.</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> <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> </ul> <p align="center"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below:</p> <ul style="list-style-type: none"> <li>Provide child care at one or more information sessions (1-2 years).</li> <li>Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul>
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<u>Students who are sub-proficient</u>	<p align="center"><b>(d) Continued 2021-22 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 align="center"><b>(e) Continued 2021-22 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 align="center"><b>(f) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

**CDCPS-Gateway Retention Plan  
2021-22**

<p><b>Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2021-22 Retention Plan.</b></p>
<p align="center"><b>2021-22 Implementation Summary:</b></p> <p>We are reporting on the 2021-22 Retention Rate (100% minus Attrition Rate):</p> <ul style="list-style-type: none"> <li>• EL retention rates: 94.4%</li> <li>• Low Income retention rates: 96.8%</li> <li>• Special Education retention rates: 92.7%</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>



Overall Student Retention Goal	
Annual goal for student retention (percentage):	<p style="text-align: right;"><u>95%</u></p> <p>The annual goal of 95% is significantly higher than the state average for each of the 3 demographic groups: EL (87.6%); Low Income (88.5%); and Special Education (89.9%)</p>

Retention Plan –2022-23 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 7.3% Third Quartile: 19.8%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 style="text-align: center;"><b>(c) 2022-23 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>
<b>Limited English-proficient students/English learners</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 5.6% Third Quartile: 16.8%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 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 style="text-align: center;"><b>(c) 2022-23 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>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 3.2% <b>Third Quartile:</b> 17.2%</p> <p>The school is below third quartile percentage.</p>	<p align="center"><b>(b) Continued 2021-22 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> <hr/> <p align="center"><b>(c) 2022-23 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><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-22 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><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) Continued 2021-22 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.</li> <li>• Implement activities like career days that expose students to a range of careers and the pathways to their attainment.</li> <li>• Offer a range of extracurricular activities and family events that promote engagement with the schools and the community.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p align="center"><b>(f) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center"><b>(g) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>

# CDCPS-R. Kingman Webster Recruitment Plan 2022-23

School Name: Community Day Charter Public School-Webster

### 2021-22 Implementation Summary:

The application deadline for CDCPS was February 25, 2022, followed by the single consolidated lottery on March 7<sup>th</sup>. This was our sixth year using online applications and the first year in which families were applying to our consolidated school for the 2022-23 school year. Every advertisement that was placed and every mailing prominently displayed the dates of both our application deadline, dates of our lottery and school contact information. Staff were available by phone or email continually throughout the application period. As well, our Open House (February 16<sup>th</sup> at 5:00pm) and lottery were held virtually via Zoom due to the pandemic. The online applications continue to be a success, with 1,266 total applications for Community Day Charter Public School for the 107 anticipated openings.

CDPCS had 107 openings with 55 seats being offered to siblings in our new class. Students selected and accepting enrollment for school year 2022-23 will not be enrolled until after August 1, 2022, 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, 2022 SIMS report.

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

#### General Recruitment Activities for 2022-23:

**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 –2022-23 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(b) Continued 2021-22 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) 2022-23 Additional Strategy(ies), if needed**

- Did not meet GNT/CI: additional and/or enhanced strategies needed.
- Promotional materials direct prospective families to the school website for contact information and details about programs, events, and special needs services (1-2 years).

**Limited English-proficient students/English learners**

**(b) Continued 2021-22 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
- 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.
  - Media placement will include communication in Spanish at 2 Spanish language radio stations and 1 Spanish language newspaper.
  - 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.
  - Bilingual or multilingual staff available during the open houses and

**(a) CHART data**

**School percentage:**  
12.2%  
**GNT percentage:**  
10.9%  
**CI percentage:** 13.1%

The school is above GNT percentage and below CI percentage.

**(a) CHART data**

**School percentage:**  
20.1%  
**GNT percentage:** N/A  
**CI percentage:** 29.1%

The school is below CI percentage.

	<p>information sessions.</p> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> <li>• Leave translated copies of our flyers and applications at adult ESL programs in the community (1-2 years).</li> <li>• Promotional materials and Open House announcements made at regional Head Start sites (1-2 years).</li> </ul>
<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> 76.4%</p> <p><b>GNT percentage:</b> 67.8%</p> <p><b>CI percentage:</b> 82.9%</p> <p>The school is above GNT percentage and below CI percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change.</p> <ul style="list-style-type: none"> <li>• Provide child care at one or more information sessions (1-2 years).</li> <li>• Promotional materials and Open House announcements made at local Head Start sites (1-2 years).</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2021-22 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</li> </ul>

	needs of any student who is not making adequate progress.
<u>Students at risk of dropping out of school</u>	<p align="center"><b>(e) Continued 2021-22 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 align="center"><b>(f) Continued 2021-22 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 align="center"><b>(g) Continued 2021-22 Strategies</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>

**CDCPS-R. Kingman Webster Retention Plan  
2022-23**

**Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2021-22 Retention Plan.**

**2021-22 Implementation Summary:**

We are reporting on the 2021-22 Retention Rate (100% minus Attrition Rate):

- EL retention rates: 96.3%
- Low Income retention rates: 94.5%
- Special Education retention rates: 97.7%

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

<b>Overall Student Retention Goal</b>	
<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: EL (87.6%); Low Income (88.5%); and Special Education (89.9%)

<b>Retention Plan –2022-23 Strategies</b>	
<b>List strategies for retention activities for <u>each</u> demographic group.</b>	
<b>Special education students/students with disabilities</b>	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 2.3% Third Quartile: 19.8%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 style="text-align: center;"><b>(c) 2022-23 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>
<b>Limited English-proficient students/English learners</b>	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 3.7% Third Quartile: 16.8%</p> <p>The school is below third quartile percentage.</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 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 style="text-align: center;"><b>(c) 2022-23 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>
<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>	
<p><b><u>(a) CHART data</u></b></p> <p>School percentage: 4.5% Third Quartile: 17.2%</p> <p>The school is below third quartile percentages</p>	<p style="text-align: center;"><b>(b) Continued 2021-22 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 style="text-align: center;"><b>(c) 2022-23 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-</p>

	3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
<u>Students who are sub-proficient</u>	<p style="text-align: center;"><b>(d) Continued 2021-22 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 style="text-align: center;"><b>(e) Continued 2021-22 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.</li> <li>Implement activities like career days that expose students to a range of careers and the pathways to their attainment.</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) Continued 2021-22 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) Continued 2021-22 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 – Gateway:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04260205&orgtypecode=6>

Community Day Charter Public School – Prospect:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04400205&orgtypecode=6>

Community Day Charter Public School – Webster:

<http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=04310205&orgtypecode=6>

Community Day Charter Public School - Gateway	
STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	1.7
Asian	0.5
Hispanic	94.8
Native American	0.5
White	2.2
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	0.2
Selected Populations	% of School
First Language not English	54.1
English Language Learner	22.7
Students with Disabilities	11.2
High Needs	81.8
Economically Disadvantaged	74.3

Community Day Charter Public School - Prospect	
STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	1.3
Asian	0.0
Hispanic	97.8
Native American	0.3
White	0.8
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	0.0
Selected Populations	% of School
First Language not English	58.5
English Language Learner	24.5
Students with Disabilities	12.5
High Needs	87.8
Economically Disadvantaged	77.8

Community Day Charter Public School - Webster	
STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-2022 SCHOOL YEAR	
Race/Ethnicity	% of School
African American	1.5
Asian	0.8
Hispanic	94.2
Native American	0.0
White	3.0
Native Hawaiian, Pacific Islander	0.0
Multi-race, non-Hispanic	0.5
Selected Populations	% of School
First Language not English	46.2
English Language Learner	20.1
Students with Disabilities	12.2
High Needs	84
Economically Disadvantaged	76.4

ADMINISTRATIVE ROSTER FOR THE 2021-2022 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>			
Mary Chance, Chief Academic Officer	Overall management of the network of schools, implementation of school missions and accountability plans	July 2019	

Carin Moriarty, Director of Academics	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments	July 2019	
Patricia Teichman, Supervisor of Early Learning and EL	Provide leadership for curriculum design & implementation, train and coach school leaders in use of data and assessments for Early Learning	August 2004	June 2022
Diana Gonzalez, Director of Operations	Provide leadership for operational management and oversee network wide programs (i.e., transportation, food service)	July 2021	
Rebecca Morse, Director of Special Education	Oversee implementation of the State and Federal requirements of special education for each school	July 2013	
<b>Community Day Charter Public School-Prospect</b>			
Jessica Drapeau, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2019	
Melissa Eaton, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2021	June 2022
Kelly Peake, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	August 2013	
<b>Community Day Charter Public School-Gateway</b>			
Sarah Steinberg, Head of the Early Learning Center	Supervise/evaluate early learning center faculty and programs	July 2017	
Jessica Goldstein, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	August 2020	
Ben Niles, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	July 2020	
<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	
Rachel Fiddelman, Head of Lower School	Supervise/evaluate faculty and programs at the lower school	July 2019	
William Cummiskey, Head of Upper School	Supervise/evaluate faculty and programs at the upper school	July 2017	

**TEACHERS AND STAFF ATTRITION FOR THE 2021-2022 SCHOOL YEAR**

	<b>Number as of the last day of the 2021-2022 school year</b>	<b>Departures during the 2021-2022 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
<b>Community Day Charter Public School-Prospect</b>				
Teachers	45	3	7	8 accepted another job 1 personal 1 moved out of state
Other Staff	28	13	4	14 accepted another job 1 personal 1 contract not renewed 1 position eliminated
<b>Community Day Charter Public School-Gateway</b>				
Teachers	41	10	15	2 personal 20 accepted another job 1 contract not renewed 2 moved out of state
Other Staff	20	6	1	7 accepted another job
<b>Community Day Charter Public School-R. Kingman Webster</b>				
Teachers	42	4	13	1 moved out of state 13 accepted another job
Other Staff	22	2	3	3 accepted another job 1 retired 1 moved out of state

<b>BOARD MEMBER INFORMATION</b>	
Number of commissioner approved board members as of <b>August 1, 2022</b>	8
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	20

<b>BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (start and end date)</b>
William Webber	Chair	Finance & Audit (Chair) Building (Chair) Compensation (Chair)	1	5-year term May 2017 – May 2022
Barbara Longworth	Vice Chair	Education Governance	1	5-year term May 2017 – May 2022
Mary Dyer	Treasurer	Education (Chair) Diversity, Equity, Inclusion	2	5-year term July 2020 – July 2025
Kate Carpenter Bernier	Trustee	Diversity, Equity, Inclusion (Chair) Education Governance	1	5-year term December 2017 – December 2022
Richard Davidson	Trustee	Governance	1	5-year term May 2021 – May 2026
JohnFredy Loaiza	Trustee and Parent Representative	Diversity, Equity, Inclusion Education	2	5-year term July 2020 – July 2025  1-year term May 2021 - May 2022
Massiel Munoz Deleon	Parent Representative	Diversity, Equity, Inclusion	3	1-year term May 2021 – May 2022
David Samick	Trustee	Building Finance & Audit	1	5-year term December 2017 – December 2022

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2022-2023 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location (*Virtual option until March 31, 2023)</b>
September 17, 2022 8:30am	*Virtual
October 11, 2022, 5:00 pm	*Virtual and 190 Hampshire Street
November 15, 2022, 5:00 pm	*Virtual
January 10, 2023, 5:00 pm	*Virtual and 190 Hampshire Street
March 14, 2023, 5:00 pm	*Virtual and 190 Hampshire Street
May 16, 2023, 5:00 pm	TBD
June 13, 2023, 5:00pm	190 Hampshire Street
July 25, 2023, 5:00pm	190 Hampshire Street

<b>COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location (*Virtual option until March 31, 2023)</b>
Building	December 15, 2022 / April 4, 2023	*Virtual /190 Hampshire Street
Compensation	Meets on an as needed basis, no meetings scheduled at this time.	*Virtual /190 Hampshire Street
Diversity, Belonging, Equity, Inclusion	Meets on an as needed basis, no meetings scheduled at this time.	*Virtual /190 Hampshire Street
Education	October 25, 2022 / December 5, 2022 / February 13, 2023 / April 10, 2023	*Virtual /190 Hampshire Street
Finance and Audit	October 11, 2022 / June 13, 2023	*Virtual /190 Hampshire Street
Governance	December 8, 2022 / April 25, 2023	*Virtual /190 Hampshire Street

## Appendix D

### Additional Required Information

#### Key Leadership Changes for the School Year 2022-23

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	William Webber	<a href="mailto:bill.webber@icloud.com">bill.webber@icloud.com</a>	No Change
Charter School Leader	Mary Chance	<a href="mailto:mchance@cdcps.org">mchance@cdcps.org</a>	No Change
Special Education Director	Rebecca Morse	<a href="mailto:rmorse@cdcps.org">rmorse@cdcps.org</a>	No Change
MCAS Test Coordinator	Brent Merten	<a href="mailto:bmerten@thecommunitygroupinc.org">bmerten@thecommunitygroupinc.org</a>	No Change
SIMS Coordinator	Emerson De Maria	<a href="mailto:edemaria@cdcps.org">edemaria@cdcps.org</a>	No Change
English Learner Program Director	Mallorie Moody	<a href="mailto:mmoody@cdcps.org">mmoody@cdcps.org</a>	New Position
School Business Official	Diana Gonzalez	<a href="mailto:dgonzalez@thecommunitygroupinc.org">dgonzalez@thecommunitygroupinc.org</a>	No Change
SIMS Contact	Emerson De Maria	<a href="mailto:edemaria@cdcps.org">edemaria@cdcps.org</a>	No Change
Admissions and Enrollment Coordinator	Diana Gonzalez	<a href="mailto:dgonzalez@thecommunitygroupinc.org">dgonzalez@thecommunitygroupinc.org</a>	No Change

#### Facilities

No Community Day Charter Public Schools changed facilities in this past school year. 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 School for the 2023-2024 school year are provided as follows.

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	All Schools: February 10, 2023
Lottery	Lottery for all schools: March 6, 2023



## Appendix E

### Conditions, Complaints, and Attachments

#### **A. Conditions**

CDCPS-Prospect, CDCPS-Gateway, and CDCPS-R. Kingman Webster have no conditions placed on them by the Commissioner or the Board of Elementary and Secondary Education.

#### **B. Complaints**

There have been no official complaints received by the CDCPS Board of Trustees during the 2021-22 school year.

#### **C. Attachments**

No additional attachments accompany the Annual Report for CDCPS.