

*Lawrence Family Development  
Charter School*



**ANNUAL REPORT**

**2008-2009**

## *Class of 2009*



As we embark on a wonderful journey that lies ahead of us we will always have three important life skills that we learned which are: relationships, responsibility and respect.

The first life skill lesson we learned was about relationships. When we entered 8<sup>th</sup> grade we knew that this was going to be our last year and that our friends were going to be very important to us this year because we were going to grow together as students and people. We took relationships seriously, and we not only became good friends but we also made strong bonds that will forever tie us together.

We not only made strong relationships with our classmates but also with our teachers. Our teachers were our educators but more importantly they were our mentors—the people that we confided in and made those bonds through our relationships.

The second lesson we learned was responsibility. It is something that as 8<sup>th</sup> graders we needed to learn because we are not little kids anymore, we are officially young adults. Without responsibility, you will get no where in life. It doesn't matter how intelligent you are or how many degrees you might have. All of that will not matter because responsibility is the key to a successful career and ultimately a successful future.

The third lesson and the most important is respect. Respect is one of the things that make this world run because without respect we will not listen to each other, and if we do not listen to people and their opinions, we won't grow as people. In the 8<sup>th</sup> grade we all developed a great deal of respect for our classmates, our teachers, our mentors and our family and friends. We should receive respect but most importantly give it back to everybody because every person in this world is worthy of our respect.

As we leave Lawrence Family Development Charter School to go on to high school, we take many things with us—friends, education, love and memories that will last us a life time. We also take the three life skills that we learned here which are: relationships, responsibility and respect. Hopefully, we will use these during our four years in high school, in college and in life.

So my fellow graduates—dream high, aim high. Good luck and felicidades.

*Kiara Veras, Class Speaker  
LFDCS Class of 2009  
entering Central Catholic High School*

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

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The 2008-2009 school year, our fourteenth year of operation, saw continued attention to the core of our work: academic achievement, school-wide professional development, and refocused attention to parent trainings and the home as a resource and partner for student achievement.

The departure of the school's principal in early spring paved the way for dialogue on leadership expectations for our school and showed the depth and strength of staff and administrators rising to the responsibilities of MCAS oversight and overall attention to mission and excellence.

Academic achievement remains as the primary goal of our work, never losing sight that the surest route out of poverty is quality education. In no other city in the Commonwealth is this as critical an undertaking as in Lawrence. Making AYP in the aggregate for the second straight year in ELA and the fifth year in Math is evidence of our commitment to teaching excellence and uncovering strategies to reduce and eliminate the barriers which rise from economic and experiential poverty. Our goal is for students to achieve not only academic proficiency while at LFDCS but also to have a true chance for lifetime success.

June, 2009 marked our ninth graduating class and the return of members of our first class to graduate from college. The commencement address, given by a talented new graduate of Dennison University, reminded the assembly of the responsibilities inherent in the gift of education...reinforcing not only our pride but our commitment to ensure consistent academic progress for students now and into the future.

The assessment data of our two-year kindergarten program demonstrates the need and the success of early immersion in full-day academic programs, providing the skills and knowledge required to overcome the "knowledge deficit" prevalent in communities of poverty. This has re-opened the conversation on parent participation and restructured our parent involvement program. With home visits and workshop series to enhance early education, trainings for academic readiness for MCAS in the elementary grades, and making choices for the future during middle school, LFDCS has increased its attention to families and the critical role parents play in supporting high academic achievement.

Our governance structure was updated with revision to the bylaws and the addition of a second attorney-parent to our board as well as a local educator. We also celebrated the many contributions of a founding parent, the first board member to "retire" under new term limits.

Attention to professional development saw expansion of our Mentor/Induction program reaching more than two-thirds of our staff; study groups at every level working to incorporate reading into every aspect of the curriculum; and the opportunity to disseminate our RTI model at the state Charter Leaders' Conference. This model will be part of the training in the new Urban Internship Partnership with TEACHERS<sup>21</sup> beginning in September 2010.

This school year provided the opportunity to revisit our successes and challenges as we prepared to submit our application for rechartering. The coming school year, 2009-2010, will complete our third charter and usher in the renewal site visit and vote we believe will bring us to our fourth charter for 2010-2015. With recruitment of a new Principal underway, we—as board, staff and administration—are mindful of our responsibilities and the great privilege to tend to the public education of 600 Lawrence children.

On behalf of the members of the Board of Trustees, our gratitude to all who are part of the exceptional story at LFDCS—past, present and future.



President

# *Lawrence Family Development Charter School*

## MISSION STATEMENT

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

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Please note: *The 2005-2010 Accountability Plan Goals have been restated to provide better clarity and consistency. Amended goals have been accepted by the Charter School office and approved by the Board of Trustees.*

## *Summary of Educational Philosophy*

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

- 1. Parents are a child's first teacher, and, as such, accept responsibility for the successful development of the child and transfer of the values of their culture.** We strive to understand and value the cultural heritage of our students while providing new skills and education for parents to be effective partners in the culture and expectations of public education.
- 2. Effective, consistent, professional teaching is key to ensuring student learning.** We limit the size of classrooms to 20 students in K-2 – grade 6 and 15 students in K-1 and grades 7 - 8. We provide weekly time for grade-level curriculum planning, resources and opportunities for professional development through graduate courses, workshops, and nine paid work days for orientation, induction and staff development.
- 3. Dual-language acquisition is the most effective model for educating young children who are not native English speakers to achieve academically in English-speaking classrooms.** Functional proficiency in two languages enhances cognitive development, promotes understanding and appreciation of cultures, and builds skills to learn and communicate effectively throughout their lives.
- 4. Education is not the sole responsibility of schools and is enhanced and enriched in partnerships with quality community organizations and resources.** Through partnerships with unique and generous educational and cultural organizations, our school is able to open doors to vistas and visions beyond our classrooms and our community borders.

### **EXECUTIVE SUMMARY**

**The key strategies to improve academic achievement for all students during 2008-2009:**

- ♦ hired full-time bilingual family counselor to visit homes of K-1 students which builds a welcoming connection to the school and establishes expectations for family involvement.
- ♦ initiated “Right from the Start”—a workshop series for K-1 parents to improve skills in parenting, learning readiness, health and nutrition.
- ♦ provided technology training for parents to access homework and coursework grades via computer and communicate via e-mail with their child's teacher.
- ♦ expanded professional development trainings by TEACHERS <sup>21</sup> to include advanced mentors, new mentors and new teacher workshops throughout the year.
- ♦ Striving Readers' grant extended reading focus from grade 3 to grade 8 with monthly staff discussions and study groups to integrate reading across the curriculum.
- ♦ lesson plans for Spanish language instruction mirrored ELA plans resulting in improved instructions and rigorous outcomes across the grades.
- ♦ valued partnerships with MIT and TEACHERS <sup>21</sup> which increased attention to Science and high performing teams and was essential to planning for the next charter.
- ♦ renewed attention to after school and summer enrichment, strengthened area partnerships and provided new programs and resources for students.

## *School Description, Demographics and Data*

Lawrence Family Development Charter School is a Commonwealth Public Charter School, initially chartered in 1995. Intended to serve children in the City of Lawrence, its three-building campus is located at 34 West Street (Grades K-2, Grades 1-4), 400 Haverhill Street (Grades 5-8) and 404 Haverhill Street (K-1). Beginning with the 2006-2007 school year, the charter was approved for an additional 60 students at K-1, raising the enrollment cap to 600 students (K-8). LFDCS is particularly cognizant of its mission to reach underserved children of immigrant and newcomer families, and its demographics of 98.8% Hispanic and 91.2% low income shows faithfulness to its mission. LFDCS consistently enrolls 580 or more students (96.6% of its cap) and maintained waiting lists of 387, 514, 618 and 582 students each year of this charter. The current enrollment (June, 2009) is 581 with a waiting list of 582. While the primary district served is Lawrence, LFDCS continues to educate its students who move to neighboring communities—currently these include: Methuen (18), Haverhill (6) and other towns (7).

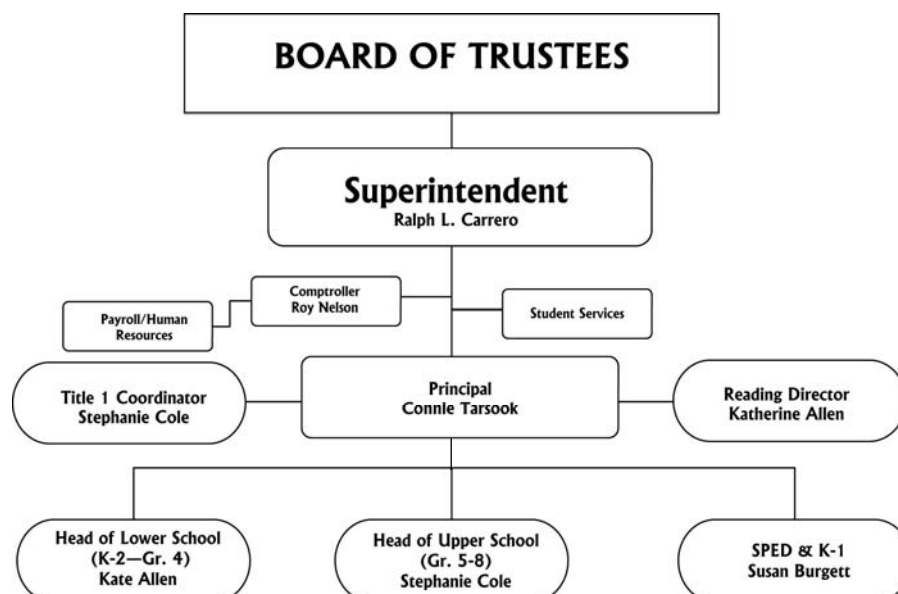
<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b> (for students enrolled as of the June 2009 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	5	0.9%
Asian	0	0%
Hispanic	574	98.8%
Native American	0	0%
White	2	0.3%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	0	0%
Special Education	42	7.1%
Limited English Proficient	211	36.3%
Low Income	530	91.2%

<b>INSTRUCTIONAL TIME:</b>		
Total number of instructional days for the 2008-09 school year:	180	
First and last day of the 2008-09 school year:	September 2, 2008 June 22, 2009	
Length of school day (please note if schedule varies throughout the week or the year):	K-1	8:00am-2:55pm
	K-2–Gr. 4	8:00am-3:00pm
	Gr. 5-8	8:00am-3:15pm

<b>STUDENT ENROLLMENT INFORMATION:</b>	
Number of students who completed the 2007-08 school year but did not reenroll for the 2008-09 school year (excluding graduates):	10
Total number of students enrolled as of October 1, 2008:	585
Total number of students who enrolled during the 2008-09 school year, after October 1, 2008:	35
Total number of students who left during the 2008-09 school year, after October 1, 2008:	39
Total number of students enrolled as of the June 2009 SIMS submission:	581
Number of students who graduated at the end of the 2008-09 school year:	49

## Staff Profiles and Responsibilities

ADMINISTRATIVE ROSTER FOR THE 2008-09 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies and budget.	8/07	
Principal	Head of Educational Program – Hiring, super-vision, training and evaluation of staff/curriculum	1/05	5/09
Comptroller	Chief Financial Officer – Responsible for fiscal management, oversight of budget and payroll	9/96	
Special Education Director	Responsible for oversight of special education program: staffing, IEP's, establish procedures, etc.—also Head of K-1 building and program	5/04	
Head of Lower School (K-4)	Building operations, student behavior and discipline, schedules, parent communication	8/08	
Head of Upper School (5-8)	Building operations, student behavior and discipline, schedules, parent communication	7/08	
Reading Director	Collection of all data regarding Reading assessments, reporting, coaching	10/06	
Title One Coordinator	Oversight of records, test data, NCLB compliance, school wide program for below benchmark	8/07	
Head of Student Services	Oversight of after-school program, summer enrichment, partnerships, food	8/08	



TEACHERS AND STAFF ATTRITION FOR THE 2008-09 SCHOOL YEAR			
	Number as of the last day of the 2008-09 school year	Departures during the 2008-09 school year	Departures at the end of the school year
Teachers	51	1 maternity	3 non-renewals
Other Staff	19	3 fired	3 non-renewals

## *I. Faithfulness to Charter*

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

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

#### **Goal 8**

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

#### **Measures:**

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

Beginning with the 2007-2008 school year, LFDCS has increased its Accountability Goal to three required parent-teacher conferences—fall, winter and spring—and has attained 100% attendance at every grade level and at all conferences through spring, 2009. Attendance is verified by signed conference sheets.

Parent-teacher conferences review all aspects of student performance—academics, homework, attendance, discipline and standardized tests. Parents of students whose work or behavior is not satisfactory are regularly contacted for interim conferences with the teacher or school administrator.

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

Our revised accountability plan established 90% as the target for favorable parent response and standardized the survey. Ninety-six percent (96.9%) of parents completed the 2007-2008 survey with satisfaction averaging 90% on all questions. Knowledge/comfort level regarding MCAS requirements was the only area of lesser satisfaction, and LFDCS administration has increased parent information workshops to meet this need. The 2008-2009 parent satisfaction survey results show that 73% of families responded to the survey with exceptional results. Parent satisfaction averaged 98% on the academic program; 89.8% on support services; and 97% satisfaction on clear, timely communication. Parents indicated the highest levels of satisfaction specifically with their child's classroom teacher and the parent-teacher conference. Parent satisfaction with workshop trainings averaged 89.6%, and the most requested trainings for the upcoming year were for: help with discipline, ESL classes and computer training. All will be available for the 2009-2010 school year.

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

2007-2008 – 55%                      2008-2009 – 60%                      2009-2010 – 65%

LFDCS held two MCAS information sessions for parents of third grade students in 2007-2008 with 60% participation. One session was held in the 2008-2009 school year with 68% attending. In future years two sessions—one each in ELA and Math—will be held. These workshops introduce parents to the school's expectations of MCAS achievement and the role parents play in supporting student achievement.

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

	<u>2008-2009</u>	<u>2009-2010</u>
Measure	80%	85%
Actual	82% (49 of 60)	

A new position of a bi-lingual Student and Family Support Counselor was created prior to the 2008-2009 school year to address parent involvement and training from the beginning. “Right from the Start” is intended to engage parent participation and support student achievement in K-1 “right from the start” of their enrollment at LFDCS. The trainings show the home as a resource for learning and values the role of parents as a child’s first teacher. Multiple strategies have been instituted including home visits to introduce parents to the culture, expectations and resources of the school and to build a welcoming image for future interventions if necessary.

Our parent support team attended Yale University’s Academy “Strategies for Engaging Parents, Families and Communities” in the fall of 2008. The 1980’s and 1990’s research of Dr. James Comer helped inform LFDCS’s parent involvement vision. Subsequently, an early readiness model for parents “Right from the Start” was designed for all K-1 families who were invited to attend an upbeat four-week training session on literacy, mathematics and nutrition. Eight parent/child groups participated in the sessions learning skills in how to read books and ask questions for content, how the simple tasks and materials in your home can teach mathematics and practical, informative cooking lessons to support nutrition and healthy children. Two thirds of the K-1 families participated during 2008-2009 with positive reviews.

Kindergarten-1 (K-1) is a new grade level for LFDCS. Established to meet a prevalent lack of school readiness, a charter amendment was approved providing full-day early kindergarten for four-year-old students and paving the way for a required two-year kindergarten program for all students. For the majority of our students, K-1 is the first experience in a school setting. The home visit introduces our expectations for academics, socialization and English language to child and parent alike.

#### **Goal 9**

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

#### **Measures:**

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

**Results:** 100% of the graduates of 2009 applied to admissions’ schools with 80% earning acceptance to one or more schools.

LFDCS places value and attention to high academic achievement with high expectations for student performance throughout their years at our school, with specific attention to readiness for transition to secondary school experiences that will allow students to succeed in college preparatory programs for life-long fulfillment.

To support students in their quest for high school admissions, LFDCS has created a school placement office led by an experienced secondary school educator responsible for working with each student and their parents. Parent information workshops in grades 7 and 8, a high school fair bringing 15-20 admissions’ counselors on site each fall, visits to all area schools, and summer SSAT programs and fee waivers give necessary information, attention and support to making critical choices.

During each year of this charter, students have met the challenges of readiness, applications, admissions and enrollments at secondary schools with admissions’ criteria (private independent, private parochial or vocational). This includes admission to some of the most selective, internationally-recognized secondary schools which happen to be located in the Commonwealth as well as the five highly-ranked secondary schools operated by communities of religious educators in our area. Students have exceeded the goal measures in each year of the charter with the following results:

## *I. Faithfulness to Charter*

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

**\*Note:** Some students earn acceptance at more than one school

June, 2009 marked not only our ninth graduating class but also the first year of graduates of LFDCS earning degrees at four-year colleges. As we continue to track the progress of our graduates and build an alumni website, we are pleased to report their admissions to Boston University and Boston College, U-Mass Amherst and Lowell, Holy Cross, Stonehill College, Fairfield University, Assumption College, Emmanuel College, Dennison University, John Hopkins University and the U.S. Naval Academy at Annapolis.

The Class of 2009 was awarded more than \$900,000 over four years in financial aid and scholarships making possible their attendance at Brooks School, Nobles and Greenough, Central Catholic High School, Notre Dame High School, Notre Dame Academy and St. John's Preparatory School.

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

### Implementing the Mission

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

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

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

LFDCS is a family and community-focused school. From its founding, it has included parents in its governance and has implemented a dual-language curriculum, balancing the intent of the founding families with the academic requirements of Massachusetts Curriculum Frameworks and federal "No Child Left Behind." The attention to parent involvement, based on the early research of Dr. James Comer of Yale, has come full circle creating a new parent training, "Right from the Start" and increasing parent outreach through home visits, board leadership surveys and enhanced programs at the Maria del Pilar Quintana Family Center.

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

LFDCS is faithful to the promise it makes to our families—to limit the size of our classrooms for attention to each student and to place highly-qualified educators, committed to the mission of our school, in every classroom. Additionally, LFDCS is faithful in its attention to staff training by providing tuition reimbursement to advanced degrees, by providing internal coaching and by bringing highly-qualified external providers in for year-long trainings in mentoring new teacher induction and behavior management. During the 2008-2009 school year, staff had the opportunity to attend the national *Reading First* Conference and the National Charter School Conference in Washington as well as participate in a summer institute of collaborative area schools hosted at LFDCS.

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

LFDCS is faithful to its promise to our founding and participating families to support the language acquisition of their children in both English and Spanish. LFDCS developed a plan for dual-language proficiency based on the cognitive/language development research of Dr. Virginia Collier (George Mason University) and has built increasingly stronger models of language acquisition, supporting the development of identified ELL students. Prior to the requirements resulting from Question 2, LFDCS prepared teachers in the skills and goals of Sheltered English Immersion and continues to seek stronger programs and pedagogy to support academic dual-language proficiency.

While over 95% of LFDCS students enroll as Second Language Learners/ELLs, they are immersed in a strong English-language program; an ESL support program using effective strategies to support vocabulary and language usage; and a Spanish-language program intended to strengthen academic Spanish fluency as a parallel skill to English. These efforts annually move the majority of ELLs from beginning to intermediate to transition.

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

LFDCS has thoughtfully implemented the vision of expanding its programs and extending its walls into our community and beyond. Conversely, we seek partners in the cultural and educational institutions which enrich the Merrimack Valley and Massachusetts to provide programs in our school. Locally, our students expand their visions through YDO (Youth Development Organization) integrating them with programs at Phillips Andover, Brooks School, U-Mass Lowell and MIT.

Our own partnership with MIT allows Upper School staff and students the extraordinary opportunity to learn Science in its halls. Partnerships with Phillips Andover enhance After School through violin, piano, chess and debate, while Prep @ Pingree prepares our advanced students with readiness for secondary school transition. Through an ongoing partnership with TEACHERS <sup>21</sup>, our professional staff learn new and renewing strategies to improve teaching and together will create an Urban Internship Program with certification in ELL.

**Enrollment**

LFDCS is faithful to the vision and intent of the founding charter by recruitment of students from throughout the City of Lawrence, specifically from its poorest neighborhoods and its immigrant/newcomer families. LFDCS distributes posters and fliers in English and Spanish throughout the City through shops and businesses, churches, ethnic and non-profit organizations, and advertises in the two Spanish-language newspapers throughout the year. During the announced recruitment period—January to March—administrators and parent board members speak on local Spanish-language radio describing the school and answering questions. LFDCS submitted its original charter (1995) at the request of Latino parents in the community to meet a need for an education program addressing language, culture and family with a commitment to high achievement for low income, second language learner students. LFDCS has never waived in its commitment to that promise.

## ***II. Academic Program Success***

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

Lawrence Family Development Charter School has worked tirelessly and intentionally to develop and implement an academic program which annually increases levels of academic achievement. Attention to performance data, staff qualifications and lesson plans and ongoing refinement of curriculum, intervention strategies and allocation of resources have moved school performance from Needs Improvement to AYP in all grades and subcategories. LFDCS has outperformed the local district public schools in each year of

## II. Academic Program Success

this charter period. Using the comparative subgroup Latino/Hispanic, which represents 98.6% of our students, they have outperformed this category statewide by considerable margins for each of the past three years (see comparison charts on pages 16 & 17).

The following approved Accountability Plan Goals (revised 2007-2008) details progress and strategies.

### Academic Program Goal 1

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

### Measures:

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

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

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

All grade levels, in each year of this charter, have surpassed the goal for passing in ELA continuing to strive for the 95% goal by 2010. Most essential to our story of an effective education program is the annual improvement of student achievement of proficient and advanced status with more than 50% at grades 6, 7, and 8 achieving this status. LFDCS began this charter period (September, 2005) with deficiencies in ELA that placed the school in corrective action. Significant changes to the ELA program over the next two years resulted in annual progress and AYP in the aggregate in both 2007 and 2008. A .06% difference in one subgroup in 2007 pushed the school to a “Restructuring Status” despite school-wide growth.

A stronger *Reading First* program and ongoing attention to data and fidelity to the program requirements have built the language and reading skills the past years. LFDCS installed Lexia, a computer-based skills programming for phonemics awareness (K-grade 2) available to targeted students daily in every classroom. Fifteen minutes were added to the school day through elimination of morning recess (K-grade 3) extending ELA instruction time up to 120 minutes daily for all low-performing students.

The RTI model designed to improve reading (see Goal 2) simultaneously improved overall English language vocabulary and proficiency. Children with slower performance in the requisite skills receive up to an additional 60 minutes daily. Student growth to advanced and proficient in grades 6, 7, 8 show a consistent gain and the impact of summative/cumulative interventions. E.D. Hirsch in *The Knowledge Deficit* describes the need for multiple interventions and the number of years in school before gaps emanating from deficits of knowledge from poverty are overcome. Effective schools address these gaps, increase interventions and students improve skills and knowledge over time. This summative growth is evidenced in higher grades and becomes the new definer of a student’s potential. Conversely, students in the lower grades have not reached similar targets of advanced and proficient. While they score passing and high needs improvement, their overall knowledge and vocabulary is still in developing stages.

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

**ELA MCAS – Adequate Yearly Performance**

Year	CPI Goal	Actual	Aggregate	Lim. English	Spec. Ed.	Low. Inc.	Hisp.
2005-06	76.56	72.0	No	No	-	No	No
2006-07	75.5	76.8	Yes	Yes	No	Yes	Yes
2007-08	80.11	78.1	Yes	Yes	Yes	Yes	Yes
2008-09	81.75						
2009-10	85.40						

LFDCS has made AYP in the aggregate and all subgroups in 2008 gaining ten percentage points over three years. As noted earlier, .06% in one subgroup kept the school from similar achievement in 2007. The CPI goal for each of the next two years will require a gain of 3.65 percentage points annually as well as for each year of the anticipated 2010-2015 charter. As our school strives to attain new targets, the performance will be more challenging. We have increased instruction time and provide significant professional training and coaching. The more easily identified gaps in learning have been addressed. Our administrative and teaching staff will continue to narrow the focus of research, data and interventions, reaching deeper into an understanding of and solutions to remaining deficits. Embedded professional development planned for the 2009-2010 school year will create strategies to address the knowledge deficit and increase proficiency in all ELA target skills.

**1C. LFDCS will develop and administer an internal assessment that simulates the MCAS Long Composition at grade 4. This will be scored by a panel of teachers using the MCAS rubric.**

**LFDCS MOCK-LONG COMPOSITION SCORING**

**Grade 4 Total**

Year	January 2008 Percentage	January 2009 Percentage	March 2008 Percentage	March 2009 Percentage
P/A	2%	14%	21%	39%
HNI	21%	36%	15%	40%
LNI	42%	32%	31%	16%
W	35%	18%	33%	5%

**Grade 7 Total**

Year	January 2008 Percentage	January 2009 Percentage	March 2008 Percentage	March 2009 Percentage
P/A	8%	19%	56%	23%
HNI	37%	34%	12%	30%
LNI	35%	30%	29%	39%
W	20%	17%	2%	8%

A newly-implemented measure for the 2007-2008 school-year baseline data for grades 4 showed students achieving 67% passing and 21% proficient.

These are comparable indicators to ELA scores for these 2008 fourth graders of 84% passing and 25% proficient. Results indicate that the practice of mock-long comps are excellent preparation for student awareness of the expectations for proficiency. Further, the 39% proficiency rate for 4<sup>th</sup> graders in 2009 is a strong predictor of favorable improvement in ELA CPI for this year. Note that the second chart above for grade 7 is not an accountability measure but an internal assessment to measure and predict writing

## *II. Academic Program Success*

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proficiency. Seventh graders in 2008 scored 56% proficient in the mock comp. and 76% on MCAS, with steady improvement in each writing. LFDCS uses a looping model for staffing, particularly effective at grades 7 and 8. The 7<sup>th</sup> grade ELA instructor will continue instruction through grade 8, using results from the long comp. as well as other indicators to improve proficiency through the year. The grade 7 Mock-Long composition has been added to the 2010-2015 Accountability Plan.

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

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

The persuasive essay was chosen as a curriculum standard which measures internal rubrics, assessments and cross-curriculum skill integration.

The essay has been assigned, annually as part of a Social Studies unit on Ancient Greece, requiring student research and interpretation of various factors in the ancient civilization and whether or not these are influential on western thinking, education or democracy. The 2007-2008 writing showed an exceptional jump to 100% passing and 80% proficiency on an internal rubric. Students in 2009 achieved the 100% passing goal but fell significantly short of the proficient/advanced standard. Scorers had not been trained in this rubric, which may be a contributing factor. This measure will be deleted in the 2010-2015 charter and replaced by the grade 7 Mock-Long composition determined to be a more consistent and accurate indicator of student performance.

### **Academic Program Goal 2**

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

#### **Measures**

- 2A. Seventy percent (70%) of students who complete kindergarten will meet established benchmarks on two out of three indicators on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test.**
- 2B. Seventy percent (70%) of first graders will meet established benchmarks on two out of three indicators on the DIBELS.**
- 2C. Seventy-five percent (75%) of students who complete K through Grade 2 will meet established benchmarks on the indicators on the DIBELS.**
- 2D. Eighty percent (80%) of students who complete K through Grade 3 will meet established benchmarks on the indicators on the DIBELS.**

**2006-2009 DIBELS Indicators of *Reading First* Progress**

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

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

**Analysis of *Reading First* Data**

The percentage of student scores at every grade level (K-3) in 2008-2009 continues to confirm that LFDCS meets all of its internal indicators with the majority of students achieving at the state benchmark and moving toward a 90% oral reading fluency at grades 1-2-3 by 2010. Kindergarten student results in 2008 and Kindergarten and Grade 1 results in 2009 are indicators of successful foundation skills stemming from the early-kindergarten program introduced in 2006-2007. The *Reading First* program and DIBELS scoring are evidence that reading instructions and related interventions are building the required technical skills and fluency necessary for life-long reading proficiency. Two thousand and nine (2009) scores show that through RTI the % of Tier III students in grade 3 was reduced by half from 16% to 8% of the class.

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

**Analysis/Statement**

Grade 8 students achieved the 100% passing goal and 77.6% proficiency against a 70% goal in 2009. This revised measure of student work shows in depth student thinking and analysis to truly enter the plot and characters of each novel. A print-rich classroom environment completes each literary work, increasing the ability of students to interpret novels in depth. Instructor-led discussion supports comparisons and deeper understanding of how character development builds story development. Student interest in novels is also evidenced in presentations included in annual graduation portfolios.

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

Students read multiple novels in directed discussion and individually. The presentations are based on books from the LFDCS Grade 8 Reading List and includes such titles as *Esperanza Rising*, *Robinson Crusoe*, *The Call of the Wild*, *Habibi*, *In These Girls*, *Hope is Muscle* and *And Then There Were None*.

**Academic Program Goal 3**

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

## II. Academic Program Success

### Measures:

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

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

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

PROFICIENT ADVANCED		2005-06		2006-07		2007-08		2008-09		2009-10	
Grade	2004-05	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved	Goal	Achieved
3	-	15	<b>28</b>	20	<b>60</b>	25	<b>57</b>	30		40	
4	29	15	<b>17</b>	20	<b>28</b>	25	<b>38</b>	30		40	
5	-	15	<b>29</b>	20	<b>27</b>	25	<b>47</b>	30		40	
6	18	15	<b>18</b>	20	<b>54</b>	25	<b>48</b>	30		40	
7	-	15	<b>21</b>	20	<b>40</b>	25	<b>59</b>	30		40	
8	16	15	<b>28</b>	20	<b>50</b>	25	<b>61</b>	30		40	

All grade levels (except one at 77%) achieved the 80% passing goal in the 2008 Math MCAS, and all grade levels significantly surpassed the goal for proficient/advanced indicative of the successful implementation of the Math program at LFDCS.

Numbers in bold shown in the grade levels for passing and attaining proficient/advanced have met the annual goal. With the exception of one student *cohort*, every grade in each of the three years has met or surpassed the goals set. LFDCS has shown consistent improvement in the percentage of students passing MCAS Math, and with the school-wide average @ 85%, the school continues to push forward to reach 95% passing for 2010. Most significant is the annual increase of students reaching proficient/advanced over the first three years of this charter, as evidenced by the comparison charts above. At this writing the school-wide percentage of proficient/advanced in Math is 52% steadily climbing from 21% (2005), 24% (2006) and 43% (2007).

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

YEAR	CPI GOAL	CPI ACTUAL	AGGREGATE	ELE	SPEC. ED.	LOW INC.	HISPANIC
2005-2006	59.87	60.3	Yes	Yes	Yes	Yes	Yes
2006-2007	65.3	71.4	Yes	Yes	Yes	Yes	Yes
2007-2008	75.49	76.1	Yes	Yes	Yes	Yes	Yes
2008-2009	80.08						
2009-2010	84.06						

Student achievement in Mathematics at LDFCS is a significant indicator of academic success. As an urban school with almost 99% of our students being ethnic/language minority as well as from low-income families, our demographic predictors would be of lower scores. Attention to well-designed lesson plans, homework, proficient teaching and Title One support, scores have improved annually. Teachers challenge students daily with rigorous lessons in Math. LDFCS continued to increase the percentage of students passing and the percentage attaining advanced/proficiency; however, lagging numbers of proficient at grade 4 prompted a deeper analysis of Math curriculum and the selection of a research-based Math core—Scott Foresman. This series, reviewed and recommended by a Math consultant and our staff, balances instruction in skills and reasoning balanced with strong attention to open response problem solving. Attention to Math facts through improved automaticity support student stamina and achievement in Math (see Hispanic/Latino comparisons on page 16).

A comparison of our Hispanic students with this peer group in the local district and statewide shows the remarkable upward turn at LDFCS versus a flat level of achievement in the comparative groups. Continued accelerated growth in Math, particularly in the upper grades, is a strong predictor of continued performance in high school and has been a favorable factor in the admission rate of our graduates to private secondary schools.

#### **Academic Program - Goal 4**

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

#### **Measures**

**4A. Fourth grade and seventh grade students at LDFCS will research, craft and present an inquiry-based Science project. Projects will be scored from an LDFCS rubric by outside judges.**

In the spring 2009, all fourth grade and seventh grade students completed the research and presentation of an inquiry-based Science project. All were presented at a public demonstration of skills and oral knowledge judged by educators, parents and members of the Board of Trustees. Grades four and seven were selected for this measure as they represent the prior grades to current MCAS Science tests. All students earned a passing score.

At grade seven all students demonstrated proficiency with clear ability to discuss the project design, hypothesis and outcomes of their research as well as secondary hypothesis, a concept they now believe would produce specific results if the original hypothesis presented contrary outcomes. The news media covering the Science presentations reported outstanding demonstration of knowledge by both fourth and seventh graders. An advanced category for grade seven has been added in 2008-2009. It has been noted by many judges the clarity of presentation and understanding and usage of advanced vocabulary and sentence structures.

LDFCS initiated the annual Science Fair to build interest and attention to Science, a national concern for Latino students and has generated improvement at all grade levels. The school has increased its investment in Science education with three full-time Science instructors (grades 5/6, 7, 8) and outfitting two Science labs. Partnerships with MIT bring exceptional resources to the school and opportunities for LDFCS students to learn throughout the year at MIT. Partnerships with area schools and organizations enable our students to study at Merrimack College and U-Mass Lowell (Science and Engineering) in the summer and will be further integrated during the upcoming charter.

**4B. Fifth and eighth grade students at LDFCS will improve MCAS scores in Science with the following expectation for passing:**

## II. Academic Program Success

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

Fifth grade students met the passing goal for 2008 Science MCAS as they have each year of this charter. Grade 8 students showed continued and consistent improvements missing the goal by one percentage point. Attention to Science education and staff training has begun the improvement necessary in this important field. Currently, students have less Science instruction than Math and ELA. As levels of proficiency are attained in the two priority subjects, it is anticipated that the schedule will be adjusted for increased instruction time in Science. The 2008-2009 school year saw the start of dedicated instruction to Science with a full-time Science instructor at 5/6 and at grade 7.

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

DESE currently does not provide scored data on this test to schools. Baseline data for future performance will be established as soon as feasible. This measure will be deleted from the 2010-2015 Accountability Plan. Plans are underway to address instructional and curriculum deficiencies in Social Studies through increased use of content-rich reading in the lower grades in 2009-2010 as well as focused curriculum mapping at the start of the next charter to improve attention to Social Studies through staff training, purchase of materials and utilization of external resources from area institutions well prepared in this field.

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

#### **a.) Curriculum**

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

As noted in the state report, LFDCS places a strong emphasis on a school-wide template standardizing lesson plan design. Teachers write weekly lesson plans incorporating all standards, materials to be utilized and assessments. These are submitted weekly to the Principal and the Reading Director and specific written feedback is provided where warranted. The lesson plan template at LFDCS was built on the Cummins Quadrant model—particularly effective for Sheltered Immersion and ELL students. The lesson plan utilizes the Monroe BBC (Blackboard Configuration) with aim and do now followed by: a.) direct instruction/modeling by the teacher; b.) guided practice/teacher and student; c.) independent work/individual student or small group for tiered instruction (K-6); and d.) assessment based solely on the standard taught. Teachers have further expanded this to connect the assessment outcome to our standards-based report card.

The school's curriculum is well documented, with grade level/subject binders that are built and improved annually. Teachers have created curriculum maps for their subject areas, providing an overview of content for the year. Shared planning time has benefitted the academic program with experienced teachers often leading the way in lesson plans and curriculum maps. A team of teachers will be working in the summer of 2009 to review and update curriculum maps. Plans are underway to create curriculum components within our technology system where all approved lesson plans will be available by topic and standard to be accessed by all staff.

## **b.) Instruction**

As noted under Curriculum, LFDCS teachers use a standard plan for daily instruction. Lesson plans are tied to specific standards in every subject area and at every grade level. Faithfulness to these steps are essential expectations of every teacher. Direct instruction, modeled by the teacher, begins each lesson with attention to describing the standard to be taught, connecting it to prior lessons or group knowledge and introduction to new vocabulary or information. Guided practice with teacher and student interaction moves instruction toward the student. Oral reading, discussion and interpretation and board practice provide large group opportunity for students to engage in active learning. Independent practice provides time for skilled students to practice what they have learned—essay or short answers, math problems, artistic design, topic research with teachers able to give small group instruction to Tier II and Tier III students. Additionally, Heads of School model lessons in classrooms and, where appropriate, assist staff in writing lesson plans. Special Education teachers, Title One teachers and paraprofessionals provide instructional support in the classroom with individual or small groups. These valued resources enable the school to provide the interventions identified in the RTI meetings.

## **c.) Program Evaluation**

The academic program is evaluated through ongoing monitoring of student achievement. The RTI model addresses each segment of the curriculum as teachers meet with the Principal and Reading Director. If a particular text or program is not producing results as seen by teacher concerns or students not progressing, the search is on to identify and pilot other possibilities. The Math curriculum change from TERC to Scott Foresman is one example of this as is the addition of Foundations to bolster the Harcourt Trophies Reading Program in K-3. All programs are reviewed annually in our writing of the School Improvement Plan and the Annual Report. Formal evaluation of the curriculum and instructional strategies are also done through the numerous assessments administered throughout the year.

Teachers and school leaders at LFDCS utilize a variety of instruments to measure student performance and guide instructional practice. These include qualitative measures of written work and oral presentations—such as, mock-long compositions, literature presentations, portfolio presentations and Science Fairs, all graded by school-designed rubrics and quantitative evidence as measured by both external and internal assessments.

In addition to MCAS results, the following assessments provide data which supports program evaluation.

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

First given in K-1 to provide baseline information on the skills of incoming students, this is our first measure of attained student knowledge. The assessment plan, originally a requirement of our *Reading First* program, includes fall testing, followed every two weeks throughout the year in grades K-6. Teachers administer and score bi-monthly assessments, giving results to the Reading Director, who analyzes results for identification of needs and immediate intervention. Comparative analysis across the year helps to determine if needs are child-based or classroom-based. Regular progress monitoring identifies individual student needs or growth and requisite adjustment to Tier grouping and the curriculum. Through RTI, a majority of teachers have been trained to make decisions using a variety of available resources, resulting in immediate interventions and timely attention to gaps or deficits.

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

The GRADE assessment is administered three times each year, measuring reading comprehension, vocabulary, and phonological skills in K-6. GRADE results, shown as stanines, are indicators of MCAS performance, and in conjunction with DIBELS, they are indicators of student performance and placement in the TIER system. Additionally, GRADE results are used to determine how far below grade level a TIER III student may be and how much additional instructional time a student requires for catch-up growth.

## II. Academic Program Success

### iii. Terra Nova

LFDCS administers the Terra Nova, a timed test of basic skills, resulting in a grade equivalent score of national norms. Each fall teachers receive data on incoming students to determine levels of normal growth and where additional growth is needed to bring the class to grade-level benchmarks. Terra Nova tests in English Language Arts, Reading and Math compares student and class progress to national norms. It is a thermometer for the teacher to see if they can make a year's growth. Terra Nova is utilized as the internal assessment requisite of being a Title One school. The Title One Coordinator would assign Title One instructors (ELA and Math) to teachers whose incoming class cohorts exhibit the greatest need. There is flexibility in assigning to classrooms with the greatest need. Special Education utilizes the above tests (DIBELS, GRADE, and Terra Nova) to determine learning disabilities. Students who continue to exhibit limited performance are referred for evaluation for learning disabilities. These are often students who are consistently in TIER III and standard interventions are not remediating gaps. The Woodcock-Johnson test is also given to students at referral.

### iv. L-FAST (LAWRENCE-Formative Assessment of Student Thinking)

The L-FAST was developed by LFDCS to monitor student comprehension and progress toward proficiency in ELA and Math MCAS. Given at the end of grade 2 for baseline scores, it has been administered every two weeks from November through MCAS testing to monitor student readiness for the tests. Designed from released items, it is corrected by the teachers who do item analysis which informs their follow-up teaching. Results provide students and teachers with a consistent bar to measure performance, increasing awareness of each student's comprehension of instruction and improving both classroom instruction and after-school MCAS prep. The long look at L-FAST results also provides school leaders a clear picture of which classes are meeting expectations and where additional resources of staffing or coaching could improve performance. The Title One Coordinator reviews progress to note that any child in grades 3, 4, 5, and 6 who scores below 75 CPI will receive additional time with Title One teachers in class or after-school.

The following charts and analysis show how quantitative evidence from additional assessments beyond the specific goals of the Accountability Plan are utilized by school leaders and teachers to inform and guide instructional planning and practice.

ELA CPI

	2005-2006					2006-2007					2007-2008				
	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State
District	70.2*	63.9*	6.3	70.2	70.2	76.8*	67.6*	9.2	76.7	70.2	78.1*	67.7*	10.4	77.8	70.1
Grade 3	74.2	63.0	11.2	73.3	66.6	75.4	66.2	9.2	75	68.2	73.4	64.2	9.2	72.9	65.5
Grade 4	69.3	59.9	9.4	69.3	62.2	66.7	64.7	2.0	64.9	64.6	66.9	64.0	2.9	66.4	61.3
Grade 5	68.3	62.6	5.7	68.3	65.6	66.9	63.4	3.5	67.1	68.3	73.7	63.7	10.0	72.3	67.5
Grade 6	66.8	66.3	.5	66.8	67.0	84.8	67.0	17.8	84.8	70.3	78.3	67.2	11.1	78.4	71.0
Grade 7	73.1	69.7	3.4	73.6	67.2	81.4	70.4	11.0	81.4	71.5	91.8	72.8	19.0	91.8	73.3
Grade 8	82	72.6	9.4	82.0	72.1	88.5	77.1	11.4	88.8	75.2	87.5	75.2	12.3	87.5	75.7

\*Data reflects LFDCS grades 3-8, LPS grades 3-12

## Math CPI

	2005-2006					2006-2007					2007-2008				
	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State	LFDCS	LPS	Dif	Hispanic LFDCS	Hispanic State
District	57.2*	47*	10.2	57.1	57.7	71.4*	52.1*	19.3	71.3	57.7	76.1*	56.0*	20.1	75.5	60.1
Grade 3	67.1	53.6	13.5	66.4	60.1	81.0	59.4	21.6	80.7	63.3	77.9	72.0	5.9	77.5	67.3
Grade 4	58.6	51.8	6.8	57.4	57.0	62.5	68.2	2.3	61.4	61.2	73.3	67.5	5.8	72.8	64.1
Grade 5	59.6	42.2	17.4	59.6	50.4	59.3	48.4	10.9	58.8	57.5	73.3	49.9	23.4	71.4	58.1
Grade 6	53.0	45.6	7.4	53.0	48.7	75.4	49.7	25.7	75.4	55.1	72.2	53.4	18.8	78.4	59.2
Grade 7	56.1	40.5	15.6	56.3	44.5	73.2	49.0	24.2	73.2	49.9	80.1	44.6	35.5	80.1	50.2
Grade 8	68.0	42.1	25.6	68.0	45.0	79.6	47.5	31.5	79.6	49.0	80.1	48.3	31.8	80.1	51.2

\*Data reflects LFDCS grades 3-8, LPS grades 3-12

LFDCS strives to achieve academically as measured by all students in the Commonwealth of Massachusetts. Our current school-wide CPI goals of 81.75 (ELA) and 80.08 (Math) are indicative of how far we have progressed during the 2005-2010 charter. Nonetheless, it is important to note that LFDCS enrolls a student population that is 98.8% Hispanic with 90%-95% of each student cohort entering our school with Spanish as their first or only language. Therefore, we also take care to compare scores of Hispanic students at LFDCS and those of the local district and across the state. Comparison of ELA with both the district and statewide show increasing annual improvement, particularly in the upper grades where the cumulative impact of ELA and ELL instruction is evident as well as the success of utilizing a dual-language program solidifying native language proficiency.

We believe these comparisons are evidence of an academic success for Hispanic/Latino students at LFDCS and the impact of our dual-language program supporting student growth more effectively than immersion alone. Language acquisition and the effective language instruction of second-language learners is a complex process, and, of necessity, brings together multiple supports. While English immersion alone, or with ELL support, shows some growth, the addition of a standards-based Spanish instruction period K-grade 6 (4 days each week) and daily at grades 7-8, with every grade level aligned with the Mass. ELA standards, provides students with a richer vocabulary base and the practice of additional reading and writing. While progress for Hispanic students in attaining English proficiency statewide grows moderately from grade 3 to grade 8, as compared to LFDCS's stronger scores, it is in Mathematics where the most significant achievement is noted. The longer a student is at LFDCS, the higher their scores—with the reverse results in the local district and statewide

MEPA – Attaining English Language Proficiency						
		2005	2006	2007	2008	2009*
<b>Progress</b>	State Target	50%	55%	60%	62%	
	State Performance	57%	64%	62%	66%	
	District Target	n/a	n/a	n/a	62%	
	District Performance	<b>81%</b>	<b>71%</b>	<b>62%</b>	<b>67%</b>	
<b>Attainment</b>	State Target	40%	45%	44%	44%	
	State Performance	48%	49%	48%	49%	
	District Target	n/a	62%	54%	49%	
	District Performance	<b>75%</b>	<b>66%</b>	<b>56%</b>	<b>62%</b>	
<b>AYP Adequate Yearly Progress</b>	AMAO achieved	No (3/4)	No (3 of 4)	<b>Yes (4 of 4)</b>	<b>Yes (4 of 4)</b>	
	Number of Students*	118	133	116	200	

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

Two thousand eight (2008) results for limited English proficient students show that LFDCS has exceeded the established targets for the fourth consecutive year in the MEPA test. LFDCS has consistently increased the number of students attaining transition status and met the district and state goal for proficiency

## II. Academic Program Success

In 2008, LFDCS was one of only four Title III schools in the Commonwealth to meet all four AMAO benchmarks for ELL students. The district performance reflects that large numbers of students have successfully transitioned out of the program which is now serving those with larger gaps.

LFDCS does not evaluate programs or assessment results in isolation. Multiple assessments are reviewed to understand the entire picture of each child. Improved integration of program delivery and evaluation undertaken with greater emphasis in 2009 should provide accurate plans for each child's progress, particularly our ELL students

ACTUAL NUMBERS OF LFDCS STUDENTS ATTAINING AT EACH LEVEL						
Year	Beginning	Early Intermediate	Intermediate	Transitioning	Fluent	Total
2006	2	4	44	89	136	173
2007	2	4	45	68	12	137
2008	0	6	24	63	4	100
2009*						

\*2009 scores are expected to be released in September, 2009

### GRADE/Reading Comprehension

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

### TERRA NOVA/Reading

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	NATIONAL GOALS	LFDCS GOALS
K	.9	1.2	1.1	1.7	1.2		.9	1.9
1	2.0	1.8	1.8	1.7	1.9		1.9	2.9
2	2.8	2.6	2.6	2.5	2.8		2.9	3.9
3	3.1	4.0	4.2	3.7	3.3		3.9	4.9
4	4.9	4.8	4.7	4.6	4.6		4.9	5.9
5	5.2	5.3	5.0	5.5	5.8		5.9	6.9
6	5.0	5.5	7.2	6.2	7.2		6.9	7.9
7	6.7	7.3	8.7	10.2	7.0		7.9	8.9

### TERRA NOVA/ELA

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	NATIONAL GOALS	LFDCS GOALS
K	.9	1.6	1.4	2.3	1.5		.9	1.9
1	2.3	1.9	2.1	2.0	2.3		1.9	2.9
2	2.9	2.4	3.3	2.8	3.8		2.9	3.9
3	3.5	3.7	4.4	4.0	3.3		3.9	4.9
4	4.7	5.2	4.1	4.6	4.5		4.9	5.9
5	5.2	4.6	5.2	5.5	5.4		5.9	6.9
6	5.2	5.7	7.0	7.2	6.6		6.9	7.9
7	5.3	7.4	9.6	9.2	8.2		7.9	8.9

### TERRA NOVA/Math

Grades	Baseline	2005-06	2006-07	2007-08	2008-09	2009-10	NATIONAL GOALS	LFDCS GOALS
K	.9	<b>1.2</b>	1.1	1.7	1.1		.9	1.9
1	2.0	1.8	1.8	1.7	1.7		1.9	2.9
2	2.8	2.6	2.6	2.5	2.6		2.9	3.9
3	3.1	<b>4.0</b>	<b>4.2</b>	3.7	3.6		3.9	4.9
4	4.9	4.8	4.7	4.6	4.7		4.9	5.9
5	5.2	<b>5.3</b>	5.0	5.5	6.1		5.9	6.9
6	5.0	<b>5.5</b>	<b>7.2</b>	6.2	8.2		6.9	7.9
7	6.7	<b>7.3</b>	8.7	10.2	8.4		7.9	8.9

GRADE stanine scores in the 4-6 and 7+ categories continue to show better than 80% of all students (at every grade but grade 3) reaching national benchmarks. Terra Nova scores in ELA and Reading are consistent but not showing the expected gains from experienced staff and programs. It is appropriate to note that Terra Nova was administered on the heels of MCAS at a time of internal stress. Further professional development and RTI meetings had tapered off beginning in January, leaving many staff isolated from assistance. Math scores in Terra Nova retained levels of prior year's achievement with third and fourth grade cohorts achieving a full year's growth and grades 2, 5, 6, 7 one and one half to two years' growth. Changes in staffing for 2009-2010 are intended to strengthen any areas of low performance.

### School Culture

LFDCS views its school culture through multiple lenses. First and foremost is our emphasis on learning with fairly strict schedules for time on task and limited distractions. Attention to discipline and order is part of this culture, creating a positive environment for learning at all grade levels. School-wide policies published annually in the Parent/Student Handbook and the Teacher's Manual spell out these expectations. Teacher responses to the 2009 survey recommend re-attention and re-training to these disciplines to improve this critical component of our school. An increase in disciplinary infractions during 2008-2009 warrants this attention in the coming year.

These disciplinary actions were the result of school monitoring of student behavior and include holding students accountable for class work and homework assignments, inappropriate behavior and disrespect of classmates and teachers. LFDCS addressed the incomplete homework and class work issues by instituting a mandatory Saturday school for students not meeting their academic responsibilities.

There was a noticeable increase in aggressive physical behavior among younger students as reported by teacher monitoring. Many of these behaviors have been traced to students' home or neighborhood surroundings as well as an increase in video game use. Older siblings and parents, sometimes unknowingly, provide the means to view violent entertainment. The school has begun to address this serious issue with individual parent discussions and is prepared to bring in a behavior specialist for parent trainings showing how violent television or video games can teach negative behavior.

LFDCS is a family and community school. Our families participate in trainings, cultural events and fundraisers and have maintained a remarkable 100% attendance at every report card conference for two years. This is assisted by reminder phone calls, a strong parent liaison office and teacher willingness to schedule conferences at "irregular" hours. Parent surveys placed "communication with the classroom teacher" and the "parent-teacher conference" at a 99% satisfaction rate—clearly valuing the role that our teacher's play in their students' achievements.

LFDCS employs not only "highly-qualified" but also highly-skilled and thoughtfully-committed teachers and paraprofessionals. Teachers know where they teach and why. They understand the mission and are supportive of one another. The opportunity to participate in the Mentor Training Program and accept responsibility to assist in the professional growth of colleagues was laudatory while the "New Teacher" trainings provided numerous occasions to write reflective essays on teaching skills and strategies revealing the strong personal commitment to professional growth and student achievement.

## *II. Academic Program Success*

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Every external trainer, working with staff throughout the year, remarked on their professionalism, knowledge and readiness to grow as evidenced by this quote: “While facilitating professional development for teachers from a consortium of districts, it was immediately obvious to me as an outside observer that the teachers from the Lawrence Family Development Charter School were exceptional. I was deeply impressed by their clear commitment to daily formative assessment and the relentless use of data to drive instructional decision making on a moment to moment basis. Their expertise on best practices was a tremendous asset to all of us.”

Finally, it is important to note the teamwork that was apparent throughout the school following the resignation of the Principal in the spring. Administrators and staff as well as students understood the need for excellence at every level and worked in support of our school.

### **Diverse Learners**

LFDCS is committed to the effective education of all children through attention to the specific learning needs of ELL students and students identified for learning disabilities.

ELL learners receive specific attention at LFDCS not only in compliance with state and federal mandates but also through the mission and intent of our founding—to provide a choice where linguistic minority students could succeed and excel academically. An evolved dual-language program provides a language-rich environment, working to overcome vocabulary and knowledge deficits that mark pervasive poverty. A two-year kindergarten program, with emphasis on language development and reading readiness, attacks language deficiencies through multiple strategies. Our ELL program, led by a certified instructor, provides additional support to students as they progress from beginner to intermediate—to transition as capable of English fluency (see performance charts regarding ELL students on page 17).

To meet the complex needs of language acquisition, LFDCS employs a dual-language philosophy in which students learn Spanish as an immersion, academic subject. Spanish language teachers write rigorous lesson plans using the ELA frameworks building parallel skills in reading, writing and speaking. All other subjects are taught in English. ELL learners receive support in both the classroom and, in specific, specialized small group instruction. The school’s ELL coordinator is certified and has presented training for all staff in categories 1, 3 and 4 for compliance with Mass. Law 71A.

LFDCS has utilized the English IPT to identify ELL students as well as the home language survey and uses annual MEPA results to track student growth from beginner to intermediate to transitioning. The ELL Coordinator, Reading Director and K-4 teachers are working in a summer language arts clinical to integrate ELA implementation and will expand this during 2009-2010 in building a strong, systematic, content-based SEI curriculum.

**Special Education** services at LFDCS have improved annually during this charter under the leadership of its director. Experienced and certified, she has re-written all procedures to be in full compliance earning the school letters of commendation as well as exceptionally positive parent reviews in the state parent satisfaction survey. Special Education services are provided through an inclusion model with three certified special educators assisting student learning and providing approved modifications throughout the school day to 41 students.

With the addition of K-1, the Special Education Director has the opportunity to monitor student learning and identify potential learning disabilities for early intervention. Further intervention strategies for Special Education have been expanded and refined for identified learning gaps in the broader student population. Special Education teachers provide modifications and accommodations according to their IEP in the regular classroom—employing a least restrictive inclusion model.

## **Supervision and Evaluation of Teachers**

LFDCS's plan for the supervision and evaluation of teachers holds the Principal responsible for implementation of the education program and is the primary administrator responsible for supervision and evaluation of all staff. Heads of School positions for K-1, K-2 through Grade 4 and Grades 5-8 were initially written as oversight for building operations and management—schedules, attendance, discipline and ensuring safety and a positive environment for learning. During 2008-2009, these positions began to take on supervision expectations for teaching and curriculum—a model that will increase in the coming year. The expectation is that all staff in their first two years will be observed formally at least twice each year. If there are areas that need improvement, a written action plan will be prepared by the Principal, reviewed sufficiently and support provided prior to contract renewal.

Performance evaluation looks at a.) Planning and Preparation; b.) the Classroom Environment; c.) Instruction and Assessment; and d.) Professional Responsibilities. Staff are expected to maintain their professional status and document current or intended programs toward the next level.

## **Professional Development**

### ***Supporting New Teachers Through Mentoring***

In 2007, LFDCS began a multi-year partnership with TEACHERS<sup>21</sup> and Simmons College to build a positive, professional mentor program and induction training for new and beginner (first 3 years) teachers. Orientation workshops and classroom visits to model teaching observation and conferencing protocol have greatly enhanced skills and confidence among staff and built collegiality among paired teams

LFDCS designed the comprehensive new teacher induction and mentoring program in partnership with TEACHERS<sup>21</sup> of Wellesley, MA and Simmons College to strengthen our school culture to best support professional growth of all staff and to establish best practices to recruit, attract and retain excellent teachers at our school.

Year 1 of this partnership (2007-2008) concentrated on identification and training of highly-qualified veteran teachers who would mentor and support new colleagues either new to the profession or new to our school through paired confidential relationships. Veteran staff modeled reflective teaching practices and decision making central to professional growth and practiced collegial coaching through ongoing meetings, journal reflection, classroom observations and use of the conferencing protocol.

As a result of the survey evaluation of mentor staff, an expanded program was put in place for 2008-2009. Three days of orientation training led by TEACHERS<sup>21</sup> staff built the foundation skills for classroom management, advanced teaching strategies, teambuilding and communication followed by six 4-hour sessions during the school year for each of three defined groups:

- I.. Advanced Mentors** – experienced educators; selected and trained as mentors in 2007-2008; mentoring their second year; often two teachers
- II. New Mentor Training** – a group of ten experienced teachers; now as full-time mentors; building a second layer of mentor leadership at LFDCS
- III. New/Beginning Teachers** – in-depth training with relevant resource material and follow up for teachers new to LFDCS or in their first three years of teaching—each teacher is paired with a mentor teacher from Group I or II with regular meetings and classroom coaching

The effectiveness of these trainings and the mentor relationships is evaluated by mid-year and end-of-year reports, one-on-one feedback meetings with the program coordinator and a reduced turnover in staffing.

### *III. Organizational Viability*

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

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

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

##### **Goal 5**

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

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

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

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

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

The Board of Trustees established a strict attendance policy (2005-2006) in the knowledge that absentee students are not presented with the full curriculum required to achieve proficiency under Massachusetts Curriculum Frameworks Standards. Individual students are required to attain 95% attendance or no more than nine days absent in a school year. Ninety-five percent (95%) attendance is a requirement of honor roll recognition. Heads of School review attendance weekly and meet with parents if a child exceeds 5 days absence in any quarter. Requests for extended school vacation weeks/holidays are not approved.

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

<b>2005-2006</b>	<b>68%</b>	<b>with 97% @ 90%</b>
<b>2006-2007</b>	<b>75%</b>	<b>with 95% @ 90%</b>
<b>2007-2008</b>	<b>92.6%</b>	<b>with 99.2% @ 90%</b>
<b>2008-2009</b>	<b>80%</b>	<b>with 97.8% @ 90%</b>

##### **Goal 6**

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

##### **Measures:**

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

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

Teachers meeting the federal Highly-Qualified Teachers' requirements each year of this charter:

**2006 – 100%                      2007 – 100%                      2008 – 90.1%                      2009 – 93%**

LFDCS did not meet its goal of 97% for the 2008-09 school year. Administration was notified of a requirement to present a plan showing that HQT would be at 100%. This has been achieved with a

submitted plan showing one staff member not renewed and two transferred to paraprofessional status until all teaching requirements are satisfied. All new staff for 2009-2010 meet HQT status.

Paraprofessionals meeting the federal Highly-Qualified requirements each year of this charter:

2005-06 – 100%

2006-07 – 100%

2007-08 – 100%

**2008-09 – 100%**

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

**Outcome:**

Overall teacher attendance at LFDCS has met or exceeded the 95% attendance goal set every year of this charter. In addition, LFDCS has tracked the percentage of staff individually attaining 95% or better and 90%. The following chart shows that individual teacher attendance has increased each year of this charter. Teacher attendance is motivated by personal and professional commitment to the goals and mission of our school, helping to ensure that instruction is delivered daily by highly-qualified professionals. This was recognized in 2007-2008 with Board approval of multiple year contracts (earning an additional 1% increase) for staff meeting attendance and CPI goals.

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

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

**Outcome:**

LFDCS conducted teacher satisfaction surveys in the spring of each year of this charter. The survey questions of 2007-2008 were revised to align with the revised accountability goals and are intended to explore more in-depth responses. Survey responses for 2007-2008 indicated better than 87% approval rate in the aggregate and 90% or better approval in 7 of 12 specific topics.

Results from the 2008-2009 teacher survey show a 92% response rate with a 90% favorable response (excellent or good) in nine of ten questions. “Adequate response for classroom management” received a less than favorable response (fair or poor) with 30 out of 47 teachers seeking improved attention and response to student behaviors recommending the addition of a behavior specialist, enforcement of current policies and consistent consequences. While overall favorable to staff trainings, teachers requested more opportunities for off-site visits and workshops.

In addition to the school-wide teacher survey, LFDCS conducts a teacher satisfaction survey as an evaluation of the Mentor Program. Results indicate more than 90% satisfaction with the opportunity to mentor and participate in quality training. Recommendations from the 2007-2008 survey assisted in improving the 2008-2009 program by adding a year-long training for new teachers who were being mentored.

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

LFDCS has supported professional development with resources, time and coaching in every year of its operation. During the current charter, the individual professional goals’ process, established in conversation with the Principal, has been standardized resulting in stronger individual portfolios with attention to the needs of the school.

### *III. Organizational Viability*

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Using the recommended state sample for documenting individual professional development goals, the Principal at LFDSC met with every member of the teaching and paraprofessional staff to discuss personal professional goals. The process, one to two hours of one-on-one meetings, included discussion of the school's charter and Accountability Plan as well as the educational philosophy from our charter's founding as they related to personal professional goals.

Discussion focused on our school's intent to support staff in attaining initial licensure and in moving from initial to professional license, and looking at where each teacher is in their professional status with written plans for the next five years.

Specific examples of the Principal-Teacher discussion included:

1. School, state and NCLB requirements for highly-qualified teachers; defining what steps, courses or tests are required to meet this and documenting action steps.
2. Meeting state requirements for SEI training, closely related to school goals of dual-language proficiency and ELA proficiency, discussion to understand expectations and document training for each completed category by 2010. To augment training in SEI, LFDSC has contracted with TEACHERS<sup>21</sup> to provide all category training beginning in the 2009-2010 school year.
3. LFDSC established a Beginning Teacher Induction and Mentor Program during 2007-2008, in part to provide required mentoring for staff to attain next levels of professional licensure. Individual teachers will receive Advanced Mentor, New Mentor and Mentee Training in partnership with educator trainers from TEACHERS<sup>21</sup> and Simmons College.
4. All Professional Development Points (PDP's) are logged into the document for future reference/verification.
5. When complete, the professional development plan is reviewed by the teacher and the Principal and submitted to DESE. Each teacher has the original plan to be reviewed annually and updated every two years. The Principal maintains a binder with copies for every teacher's plan.

#### **Goal 7**

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

#### **Measures:**

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

Each year, since its founding, LFDSC has contracted with Walsh & Company, Accountants to perform an annual audit. Following completion of the audit, a report is prepared for the state and the Board of Trustees, accompanied by a personal presentation to the Board at a public meeting.

During each year of the current charter there were no controlled deficiencies. A cover letter identifies the scope reported on statement of activities, changes in net assets, cash flow and functional expenses with an unqualified opinion.

- 7B. LFDSC will demonstrate careful management of resources sufficient to support effective educators' programs through balanced annual budgets.**

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

	<u>Revenue</u>	<u>Expenditures</u>	<u>Remainder of Revenue</u>
2005-2006	6,300,321	6,127,359	172,962
2006-2007	7,381,327	7,149,547	231,780
2007-2008	7,923,226	7,632,461	290,764
2008-2009	(will be audited during July-August, 2009)		

LFDCS develops school budgets that are realistic and balanced and in support of student achievement. Beginning with the earliest years of our charter and in all years of the current charter, the Comptroller as lead financial administrator, has utilized a comparative budget process noting major budget categories of Salaries, Benefits and Payroll Taxes, Contracts and Fees, Office Expenses, Occupancy, School Supplies and Equipment and Professional Services. Annual budgets compare current and planned expenditures allowing for line-by-line comparisons noting increases or decreases with footnote explanations.

LFDCS Administration, working with the Comptroller and Board of Trustees, has approved a balanced budget each year of this charter.

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

### **Approved Budgets - FY'2006-2010**

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

### *III. Organizational Viability*

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#### **Outcomes:**

As of June 30, 2006, LFDCS has total net assets of	\$1,380,641
As of June 30, 2007, LFDCS has total net assets of	\$1,612,421
As of June 30, 2008, LFDCS has total net assets of	\$1,903,186
As of June 30, 2009, LFDCS has total net assets of	\$2,239,335

As noted above, LFDCS exceeds this financial goal with net assets and reserves @ 25% of the budget.

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

### **Policy Decisions**

#### **Major policy decisions made by the Board of Trustees during 2008-2009:**

##### ***August 2008***

- ♦ Approved recommendation by the Superintendent to revise the administrative organizational charts. Changes include “Reading First” Director to Reading Director covering all grades and a new position of Director of Academic Enrichment which will oversee after school, summer enrichment and partnerships which support these programs.
- ♦ Approved Superintendent’s recommendation regarding revised Accountability Plan. Revised plan re-defines measures on current (2005-2010) charter, resulting from meetings with Accountability Director at the DESE Charter School Office.

##### ***September, 2008***

- ♦ Approved the recommendation of the Superintendent, as requested by the School Nurse, that LFDCS have Standing Orders for the treatment of anaphylaxis: “for sudden onset of severe hives, respiratory distress or anaphylaxis from known or unknown allergens where the person may exhibit generalized swelling, a feeling of throat constriction or shortness of breath.” Approval includes the delegation of trained school staff to administer Epi-pen or Epi-pen Jr. to a student with diagnosed life-threatening allergies.
- ♦ Approved recommendation of the Superintendent that revised updated Charter School Bylaws, following recommendation of Charter School Office to incorporate laws, regulations and recommended policies put in place since original bylaws were adopted 11/13/96. Revised bylaws take effect immediately.
- ♦ Approved recommendation of Superintendent, as advised by the Information Technology Coordinator, to make revisions to the school’s internet policy to ensure appropriate use by all staff and students and clear understanding of copyright licenses purchased by the school and that software not provided by or owned by the school may not be installed on any computer.

##### ***October, 2008***

- ♦ Approved recommendation of Superintendent, as advised by the Principal, that LFDCS must utilize a number of new English language policies in accordance with requirements of the DESE to inform parents regarding assessment and placement levels if their child is a designated English Language Learner.
- ♦ Approved request by the Superintendent to utilize unrestricted funds, revenue of the After-School Program, toward the PFK Scholarship Endowment Fund.

##### ***December, 2008***

- ♦ Approved recommendation by the Superintendent, as advised by the Website Administrative Team, to standardize policies for staff, students and parent access to the school’s website and an acceptable use policy for internal and external use.

### *February, 2009*

- ♦ No major votes

### *April, 2008*

- ♦ Approved recommendation by the Superintendent on a final version of the Charter School Bylaws initially approved in September, 2008. Following the September vote by the Board, bylaws were submitted to the Charter School office which requested reconsideration and rewriting of three sections: a) clear delineations between boards of LFDEF, Inc. and LFDCS; b) requirement that all new board members are approved by vote (excluding ex-officio School Site Council seat) and c) that the Director/Superintendent is the primary person responsible under the management agreement and reports to the Board of Trustees. Also a clear statement that “only the Board of Trustees for the Charter School shall have final authority to select/appoint/evaluate and/or remove the Director/Superintendent.

### *June, 2009*

- ♦ Approved a recommendation of the Superintendent, with advice from the Comptroller that LFDCS change its 403(b) retirement plan—increasing the school’s matched contribution from 1% up to 4%. Vesting was reduced from 3 years to 2 years, increasing availability to staff.
- ♦ Approved the recommendation of the Executive Committee to approve the narrative draft of the Renewal Application to be submitted to the Massachusetts DESE Charter School Office as a first step in the 2010-2015 charter approval.
- ♦ Approved the resignation of the Principal and established a Search Committee of board members, parents and staff to set qualifications and expectations in the hiring of a new Principal.

**No charter amendments were submitted to the Board of Education  
during the 2008-2009 school year.**

### **Complaints**

*No official complains were received from parents during the 2008-2009 school year.  
One complaint was received from an employee requesting board consideration of his termination  
by the Superintendent. The meeting was held in Executive Session, and the board  
upheld the Superintendent’s decision.*

### **Oversight**

The Board of Trustees assessed the performance of the school through specific agenda items dedicated to MCAS results, Reading progress, outcomes of MEPA and MELA-O testing and reports by every senior administrator providing clear analysis of curriculum, training and performance outcomes. The Board of Trustees heard an annual report of our (FY’2008) fiscal audit by our external assessor, Michael Walsh, CPA and regular reports by the Comptroller. The board also hears from the parent co-chair of the School Site Council, an ex officio member of the School Board.

The Board assessed the performance of the Superintendent in a two-part process. The Superintendent submits a written self-evaluation to the Executive Board including progress on goals set for the current year. The Executive Board meets to review the self-evaluation and completes its own review and attainment of the school’s Accountability Goals. The Executive Committee will present its findings to the full board in August with a vote for satisfaction and salary. The Superintendent meets with the Principal in the spring to review a self evaluation, press toward the school’s Accountability Goals and personal/professional goals. This process was not completed in 2008 due to the suspension and resignation of the Principal in May.

### **Board Planning**

Following the transition to a new school Superintendent, plans emerged to hold a board planning session in 2008, particularly to address proposed revisions to the 2005-2010 Accountability Plan and to orient new board members to the expectations of the school and the state to their role and responsibilities.

### *III. Organizational Viability*

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A full-day training was facilitated by Jacqueline Gelb of Community Ventures Consulting reviewing the school's mission and vision at its founding in 1995. With three members present who were part of the founding, a clear presentation of the founding history and purpose was possible. Each Accountability Goal was discussed with the status of current outcomes presented by members of the Administrative Team. Discussion on strategies and prioritization of resources to meet objectives were discussed as well as planning to move beyond 2010 into the next charter.

During the spring of 2009, sessions within scheduled board meetings were set aside to review plans and actual narrative of the renewal application document. Plans are in place for the fall of 2009 for the next formal board planning which will concentrate on transitions to and progress in the fourth charter

#### **Family Satisfaction**

LFDCS assesses family satisfaction as one of its Accountability Goals (see page 4, Goal 8) with family participation a critical component of our charter mission. The parent survey assesses satisfaction with curriculum, communication, safety, parent-teacher relationships and opportunities for training and participation. Results of 73% of survey responses indicated 90% and over-satisfaction with 99% satisfaction on teacher communication and report card conferencing. Additionally, the state administered a parent survey of families with Special Needs students and indicated a satisfaction level in every category higher than the state average. LFDCS also measures parent satisfaction in our high waiting list and the consistently strong sibling enrollment at K-1.

#### **Financial Oversight**

The Board of Trustees at LFDCS approves all budgets and major expenditures and is involved in the deliberations to discuss/understand the annual budget and how it prioritizes attention to instruction. Over 2-3 board meetings in the winter-spring of each year, the trustees are presented with the school leadership's preliminary budget. Staffing programs and revenues are spelled out at each meeting and revised as necessary to address new needs, information or guidelines. Through this open process, the board receives the necessary information to enable informed votes on whether to approve the school's budget by April/May. The Principal may recommend additions or deletions to positions as identified by needs through assessment data—for example, a second middle school Science instructor, additional Reading paraprofessional in the primary grades. Needs of the school to meet particular academic gaps or legal requirements may set new priorities.

<b>BOARD MEMBERS FOR THE 2008-09 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Area of expertise, and/or additional role at school (parent, staff member etc.)</b>	<b>- Number of terms served; - Length of each term, including date of election and expiration</b>
John Housianitis	President	LFDEF representative	Social Studies Teacher, Central Catholic High School; 18 years – District School Committee	5 <sup>th</sup> term 10/1995-8/2010
Howard Sticklor	Vice President	LFDEF representative	Director, Lawrence Youth Development Organization (After-school Enrichment/HERC)	1 <sup>st</sup> term 2/2007-8/2010
Wendy Estrella, Esq.	Clerk	Parent representative	Attorney, Estrella Law Office	2 <sup>nd</sup> term 6/2005-8/2011
Francisco Gomez	Treasurer	Parent representative	Technical Support Info. Global Solutions	3 <sup>rd</sup> term 10/2002-8/2011
Ramona Andrickson	Member	LFDEF representative	Case Manager/Workshop Trainer, Greater Lawrence Family Health Center	4 <sup>th</sup> term 10/1998-8/2009
Zoila Gómez	Member	Parent representative	Attorney, Law Offices of Zoila Gómez	1 <sup>st</sup> term 12/2008-8/2011
Iris Inirio	Member	Parent representative	Data Manager, Lazarus House	1 <sup>st</sup> term 2/2007-8/2009
Ana Matos	School Site Council Co-Chair	Parent representative	Home Visitor, Greater Lawrence Community Action Council	1 <sup>st</sup> term 10/2008-8/2009
Ana Medina	Member	LFDEF representative	Director of Discipline Assistant, Greater Lawrence Vocational Technical High School	1 <sup>st</sup> term 4/2007-8/2010
John Mejia	Member	LFDEF representative	Telecommunications Department Head, Greater Lawrence Vocational Technical High School	1 <sup>st</sup> term 2/2009-8/2012
Juliet Nagle	Member	LFDEF representative	Retired Educator, Reading Tutor, LFDCS	2 <sup>nd</sup> term 10/2007-8/2010
Ingrid Polanco	Member	Parent representative	Property Assistant Manager, Hadley West Apartments and Judson House Apartments, Haverhill, MA	1 <sup>st</sup> term 10/2007-8/2010
Nitza Tirado	Member	Parent representative	Office Manager, Bi-lingual, G Associates	1 <sup>st</sup> term 10/2007-8/2010

## Financial Information

### STATEMENT OF REVENUES AND EXPENDITURES

#### Revenue

Tuition	\$6,745,616
Grant Income	784,366
Contributions	39,596
Miscellaneous Income	<u>180,240</u>
<b>Total Revenue</b>	<b>\$7,749,818</b>

#### Expenditures

Salaries	\$4,230,982
Benefits & Payroll	845,722
Taxes	
Contracts & Fees	704,419
Office Expenses	155,557
Occupancy	1,100,283
School Supplies & Equipment	171,492
Professional Services	237,842
Other	<u>10,064</u>
<b>Total Expenditures</b>	<b>\$7,456,361</b>

**Total Revenue Over  
Expenditures** **\$293,457**

#### Private Funds Received

LFDCS received \$158, 738 in private funds during the 2008-2009 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2009 Yearbook and student scholarships.

### BALANCE SHEET

#### Assets

Cash	\$1,228,532
Accounts Receivable	1,418,515
Equipment-Net	<u>330,480</u>
<b>Total Assets</b>	<b>\$2,977,527</b>

#### Liabilities

Accounts Payable	\$134,642
Accrued Expenses Payable	590,150
Deferred Revenue	<u>13,400</u>
<b>Total Liabilities</b>	<b>\$738,192</b>

**Total Net Assets** **\$2,239,335**

**Total Liabilities  
And Net Assets** **\$2,977,527**

#### Education Grants Received

Title 1 & Title 1 Support	\$434,627
Reading First	100,000
Title II-A	58,109
SPED 94-142	118,982
Title III - ESL	43,908
SPED Program Improvement	2,500
Spec & Support/High Need	<u>10,000</u>

**Total Public Funds Received** **\$758,126**

## Financial Information (continued)

### APPROVED BUDGET - FY 2010

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

#### Revenue

Tuition	\$6,960,000
Grant Income	660,000
Food Services	300,000
Miscellaneous	<u>150,000</u>
Income	
<b>Total Revenue</b>	<b>\$8,070,000</b>

#### Expenditures

Salaries	\$4,413,280
Benefits & Payroll Taxes	1,019,195
Contracts & Fees	655,000
Office Expenses	160,500
Occupancy	1,181,676
School Supplies & Equipment	100,000
Professional Services	193,500
Food Services	300,000
Other	<u>46,000</u>
<b>Total Expenditures</b>	<b>\$8,069,151</b>

**Total Revenue Over  
Expenditures** **\$849**

#### PARTNERSHIPS

*Brooks School – Robotics Program  
Massachusetts Institute of Technology  
Merrimack College/Service Learning Center  
Notre Dame High School Student Interns  
Phillips Academy Andover/Community Services  
Phillips Academy Andover/Violin Program  
Teachers <sup>21</sup>  
The Pingree School/Prep @ Pingree  
UMASS @ Lowell – Science Camp  
UMASS Nutrition Program  
YouthBuild-Lawrence  
Youth Development Organization, Inc.*

#### PROFESSIONAL ADVISORS

*Doherty Insurance  
Morris Rossi & Hayes  
Trident Capital Enterprises  
Michael Walsh, CPA*

#### IN-KIND GOODS AND

##### PROFESSIONAL SERVICES

*D'Todo Party Center  
P. DiBurro & Sons. Inc.  
Donnelly Uniforms  
Kelly Construction  
Sal Lupoli, Lupoli Company  
Trombly Bus Company  
Volunteer Readers for "Read Across America"  
Michael Walsh, CPA  
Wholesale Printing Specialists  
YouthBuild-Lawrence*

## *Friends and Funders*

<i>Abel, Rogers &amp; Sullivan</i>	<i>Thomas &amp; Eleanor Caffrey</i>	<i>Doherty Insurance Agency, Inc.</i>	<i>Patricia Gaj Family</i>
<i>John &amp; Elizabeth Allen</i>	<i>Dolores Calaf</i>	<i>Kathleen Dolan</i>	<i>Larry &amp; Eileen Giordano</i>
<i>Katherine Allen</i>	<i>Cambridge Focus Inc.</i>	<i>Donnelly's, Inc.</i>	<i>Armand &amp; Mary Girouard</i>
<i>Amelia Peabody Foundation</i>	<i>Donna Carbone</i>	<i>Donovan's Trophy Outlet</i>	<i>Carmen Gomez</i>
<i>Mark Andrews</i>	<i>Kristin Karl Carnahan</i>	<i>John &amp; Mary Driscoll</i>	<i>Zoila Gomez</i>
<i>Ramona Andrickson</i>	<i>Ralph Carrero</i>	<i>Mary &amp; Dennis Dyer</i>	<i>George &amp; Marie Habib</i>
<i>Arbella Charitable Foundation</i>	<i>Central Catholic High School</i>	<i>Helen Eccles</i>	<i>Victor &amp; Grace Hatem</i>
<i>Jim Archambeault</i>	<i>Irene Chalek</i>	<i>Michael &amp; Maureen Ecker</i>	<i>Anne Hemmer</i>
<i>Ash Charitable Corp., Inc.</i>	<i>Clipper Ship Foundation</i>	<i>El-Hefni Technical Training Foundation</i>	<i>Highland Street Connection</i>
<i>Vivian Baez</i>	<i>Stephanie Cole</i>	<i>Judy Ellis</i>	<i>Debra Hilbert</i>
<i>Gino Baroni</i>	<i>John &amp; Ann Collins</i>	<i>Enterprise Bank</i>	<i>Mr. &amp; Mrs. Costas Housianitis</i>
<i>Chris Bartlett</i>	<i>Collins Charitable Trust</i>	<i>Benny Espaillat</i>	<i>John Housianitis</i>
<i>John Bartlett</i>	<i>The Community Group</i>	<i>Essex County Community Foundation</i>	<i>Carter Hulings</i>
<i>Jerri Bayer</i>	<i>Courtney Conlon</i>	<i>Essex County Development Group</i>	<i>Lee Hulings</i>
<i>James Beauchesne</i>	<i>Conlon Products, Inc.</i>	<i>Estrella Law Offices</i>	<i>Jackson Lumber &amp; Millwork Co.</i>
<i>Berkeley Shoes</i>	<i>Lawrence &amp; Nancy Coolidge</i>	<i>Joseph &amp; Rose Faro</i>	<i>J. H. Welding</i>
<i>Frank Bonet</i>	<i>Costa Eagle Broadcasting</i>	<i>Maria Figueroa</i>	<i>Javier Art</i>
<i>Boston Private Bank &amp; Trust Company</i>	<i>Robert &amp; Justine Croteau</i>	<i>Steve Filosa</i>	<i>William &amp; Barbara Jensen</i>
<i>David Breen</i>	<i>Danversbank</i>	<i>The Financial Advisors</i>	<i>Peter &amp; Mary Kamberelis</i>
<i>Brian's Hardware</i>	<i>Zori Davidovich</i>	<i>Genevieve Foley</i>	<i>Niki &amp; George Karipis</i>
<i>Janis Brodeur</i>	<i>Degnan Insurance Agency</i>	<i>Vincent &amp; Jeanne Foley</i>	<i>Russell &amp; Patricia Karl</i>
<i>Jordan Burgess</i>	<i>Shari Dennis-Belding</i>	<i>Catherine Foley</i>	<i>Mary Claire Kennedy</i>
<i>Susan &amp; Raymond Burgett</i>	<i>Dalia Diaz &amp; Alberto Suris</i>	<i>Michael &amp; Beth Foley</i>	<i>Kiwanis Club</i>
<i>C &amp; D Auto Glass &amp; Repair</i>	<i>John &amp; Carol Dickison</i>	<i>Haffner &amp; Joanne Fournier</i>	<i>Robert Kfoury, Esq.</i>

## *Friends and Funders (cont'd)*

<i>Frank &amp; Mary Kivell</i>	<i>Morris, Rossi &amp; Hayes</i>	<i>Dr. Thomas Ryan</i>	<i>Tenares Tire Shop</i>
<i>Christine Kuzmitski</i>	<i>Gerald &amp; Caroline Mulligan</i>	<i>Judy &amp; Joe Samuelman</i>	<i>Representative David Torrisi</i>
<i>Benjamin &amp; Jane Lacy</i>	<i>Museum of Science</i>	<i>Scott San Jurjo</i>	<i>Trident Capital Enterprises</i>
<i>Lafond Insurance Agency</i>	<i>Frederick &amp; Juliet Nagle</i>	<i>The Savings Bank</i>	<i>Trombly School Bus Company</i>
<i>Fr. Joachim Lally, C.S.P.</i>	<i>Robert &amp; Karol Needham</i>	<i>Tony &amp; Carmen Schumann</i>	<i>Senator Susan Tucker</i>
<i>Lawrence Downtown Parking Associates</i>	<i>Northern Essex Community College</i>	<i>Semana Hispana</i>	<i>Veritas Bank</i>
<i>Lawrence Family Development Charter School Site Council</i>	<i>Notre Dame High School</i>	<i>Sentry Glass Company</i>	<i>Nick Vogel</i>
	<i>Alberto Nunez</i>	<i>John Shaw III</i>	<i>Kurtis Volk</i>
<i>Lawrence Family Development &amp; Education Fund, Inc.</i>	<i>Sister Helen O'Leary</i>	<i>Sidel Family</i>	<i>Michael Walsh, CPA</i>
	<i>One-on-One Fitness</i>	<i>Siglo 21</i>	<i>James &amp; Shirley Warren</i>
<i>Alan LeBovidge</i>	<i>P.T. Trading Corp.</i>	<i>Dario &amp; Julia Silverio</i>	<i>Kingman &amp; Dee Webster</i>
<i>R. John &amp; Lillian Levesque</i>	<i>Beatrice Perez</i>	<i>Simmons College School of Social Work</i>	<i>Dean Webster (Webster Family Fund)</i>
<i>Susan &amp; Herbert Lynch</i>	<i>Raymond &amp; Tien Thuy Ung Pillidge</i>	<i>Sovereign Bank</i>	<i>The White Fund, Inc.</i>
<i>M. O'Mahoney Company</i>	<i>The Pringle Foundation</i>	<i>Gregory Spurr</i>	<i>Pamela Yameen</i>
<i>Mary McCabe, Esq.</i>	<i>Richard Purinton</i>	<i>The Stevens Foundation</i>	<i>The Youth Development Organization, Inc.</i>
<i>Massachusetts Institute of Technology</i>	<i>Quintana Supply Company</i>	<i>Howard &amp; Marilyn Sticklor</i>	
<i>Catherine McCarthy Memorial Trust Fund</i>	<i>R. M. Technologies</i>	<i>Kelly Sullivan, Esq.</i>	
	<i>Todd Rassiger</i>	<i>Kevin Sullivan</i>	
<i>Ana Medina</i>	<i>Marta Rentas</i>	<i>Richard Sumberg</i>	
<i>Mendez Flowerloons</i>	<i>RiverBank</i>	<i>Superior Cleaners &amp; Tailors, Inc.</i>	
<i>Cynthia Mohr</i>	<i>Peter &amp; Martha Rodriguez</i>	<i>Mike Sweeney</i>	
<i>Frank &amp; Wanda Moran</i>	<i>Daniel &amp; Mary Ann Rorke</i>	<i>Jennifer Sylvester</i>	
<i>Morgan Stanley</i>	<i>Rosman Family Fund</i>	<i>TD Banknorth</i>	
<i>Michael &amp; Mary Joan Morris</i>	<i>Laurence Rossi</i>	<i>Michael Tarshi, Esq.</i>	
<i>Michael Morris, Jr.</i>	<i>Rumbo Newspaper</i>	<i>Teachers' Pet</i>	

## *Dissemination*

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During the current charter, LFDCS has disseminated best practices through presentations at the Massachusetts Charter Conference through the Department of Education's Summer Institute and through other education forums.

During the fall of 2008, the Principal and Reading Director presented the LFDCS Response To Intervention model to the Massachusetts Charter School Association Conference. This RTI model presentation, also a semi-finalist for the 2008 National Charter Conference, disseminates understanding of the steps required to use data, data analysis and one-on-one teacher conferencing to implement immediate intervention strategies that address gaps in reading proficiency. The RTI model, seen as individualized professional development, prepares classroom teachers with extensive skills and knowledge to improve reading in their classrooms.

Current plans for future dissemination of the RTI model include classroom visits from area special education teachers to observe implementations (2009-2010) and inclusion of RTI training by the LFDCS Reading Director and teaching staff to graduate interns who participate in the Urban Internship at LFDCS (2010-2015) in partnership with TEACHERS <sup>21</sup>.

The following is taken from LFDCS's RTI presentation and training:

**Definition: RTI** – the practice of providing high-quality instruction and research-based interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying student response data to making educational decisions (2008 National Association of Special Education State Directors CASE).

RTI takes its creation from a medical team practice—gathering data on a patient, bringing a team of professionals in to discuss data and needs and developing an action plan. Everyone has an assigned responsibility then regroups and re-evaluates if interventions are appropriate and successful.

### **LFDCS's Definition of RTI**

Using a Tier III model, LFDCS' Response to Intervention (RTI) unfolds as a Professional Development System. This system requires administration and teachers to work in concert using diagnostic tools and research-based interventions which prevent students from being identified as learning disabled due to ineffective reading instruction.

### **RTI at LFDCS**

Monthly meetings between the Principal, Reading Director and Classroom Teacher utilize progress-monitoring data to develop teacher skills in using this data to inform daily reading instruction. Additionally, this system allows for a laser focus on individual students—identifying learning gaps, appropriate interventions to promote catch-up growth as well as effectiveness of interventions and core instruction.

*The 2008-2009 Annual Report was compiled by:*

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Jamie Wu

Kate Allen

*Cover photo – Heritage Celebration: January 6, 2009  
courtesy of Peter Kamberelis*

*Inside photo – Graduation: June 19, 2009  
courtesy of Peter Kamberelis*



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