

Lawrence Family Development Charter School



ANNUAL REPORT

2010-2011

Class of 2011



Adversity: Building on Challenges to Find Success in Life

There is no education like adversity; it is the best teacher for willing pupils. Many are the adversities that we have overcome—family struggles, financial troubles, and poor choices, just to name a few. The ability to rise above and overcome adversity has proven to be the greatest strength of the Class of 2011.

The great poet, Lord Byron, said that "Adversity is the first path to truth." As a class, at times, we found ourselves not being honest with one another or the person staring back in the mirror. This conflict caused tension and a lack of authentic communication. We feared the consequences of our words; we were rendered mute. As students, this was a tremendous affliction because education does not happen in silence. The ancient philosopher, Sophocles remarked that "The keenest sorrow is to recognize ourselves as the sole cause of all our adversities." We all know the pain and the sadness felt, both individually and collectively, when our failure to communicate appropriately caused us trouble and loss of privileges. These problems and this adversity we were experiencing was a message: Overcome the petty strife and the obstacles; do what it takes to be successful—together—as a class with class.

Well, Class of 2011, we heeded this message and changed course accordingly. Our efforts to change paid off. As the days passed by, we were not only growing as friends and classmates, we were growing into something different. We were growing into people who had overcome the most troubling adversity I could possibly think of. Overcoming our challenges, one by one, fueled feelings of incredible satisfaction. We began helping each other, supporting each other, telling others how we felt in honest and respectful ways. Again, if you look through closed doors, you'd find that there were sometimes more disagreements—some that were unacceptable, and others still, utterly pointless—but smooth seas do not make skillful sailors.

So we are indeed now a family, one that has grown together and solidified in both hardship and triumph. Sharing all of this with you, I hope this proves that my class does in fact possess incredible strength in terms of overcoming adversity. We've coped, found solutions and embraced the results with open arms. It was a different way of thinking than what we were used to, but it was a change. Life is all about change and learning to surf those crashing waves of adversity that sometimes finds its way on our shores. Learning how to overcome adversity is what makes the ultimate difference.

So, congratulations! With the support of our parents, our teachers and of course, our friends, we all made it to this day and to the beginning of a new chapter in our lives. Where we go from here and what new experiences we are meant to discover may remain unseen, but as we step out and stare into the first lights of what is to come and what is to be, always remember: no matter what tomorrow brings, be it the simplest path or a road rutted with twists and turns, we all share an achievement. Always remember and take with you the memories, the knowledge and the self-satisfaction of a job well done.

***María Encarnación, LFDCS Class of 2011
entering Notre Dame High School***

A Message from the President of the Board

The 2010-2011 school year, our sixteenth year operating as a Commonwealth Public Charter School, was the start of our fourth charter and was marked by the expansion of successful components of our school as well as a year to pilot new initiatives.

The August staff orientation saw the expansion of the Hanson Initiative for Language and Literacy (HILL) professional training to include the 7th and 8th grade. The orientation workshops continued throughout the school year as highly-effective embedded professional development for our staff. Expansion of math support to the upper grades with consultant, James Callahan, resulted from a partnership with the Merrimack Valley Education Collaborative and efforts to ensure seamless math language and strategies across the grades.

Building on the success of veteran staff to mentor new teachers over the past three years and an intent to position LFDCS as a site for urban education intern placement, we welcomed five Teaching Fellows from Merrimack College's School of Education who had full-time intern status as they completed a Master's in Education degree.

The Board of Trustees moved forward with its intent to increase enrollment and approved submission of a fall charter amendment to the Charter School Office for a controlled growth expansion of 200 students or 20 new students annually for ten years. Approval by the Board of Education in December allowed for 20 new K-1 students, drawn from the March lottery, and steps to move forward on both building renovations and design of a new Kindergarten Center for K-1 and K-2. New building legislation will result in a new capital plan (see page 28) to support needed classroom space.

The school's Board of Trustees as well as board members of LFDEF, Inc., the school's management organization, held a joint Strategic Planning Session facilitated by ECCF (Essex County Community Foundation). Planning for the next 3-4 years saw recommended outcomes that will increase professional development in technology and increase staff in the Guidance Placement Office to include an Alumni Coordinator to support our graduates in boarding schools and to build a database for tracking high school and college graduates as well as job placement of alumni.

The infusion of federal stimulus dollars saw 100% invested directly in students and teachers. Funding provided the opportunity to introduce new technology with Eno boards and new web-based programs in Special Education and ELL. The technology and staff training resulted in more student engagement school wide and hands-on learning for our four year olds.

LFDCS regularly reviews all of our programs for improvement as well as a need to address demographic changes. During the past year, we saw stagnant ELA MCAS scores for LEP students and noted the impact of demographic changes resulting from enrolling third generation Latino students rather than foreign-born. To oversee both ELL and Spanish language curriculum, LFDCS created a new administrative position and hired a Program Director who is certified in both ELL and Spanish.

Our eleventh graduating class saw 100% of our graduates accepted to one or more admissions-based schools, and 60% of our graduates received scholarship and financial aid totaling more than \$700,000.

The school's Board of Trustees added three new members representing LFDEF, Inc. All three are experienced educators—ranging from K-12 through higher education—bringing significant skills and experience to the board.

On behalf of our Board of Trustees, our appreciation and gratitude to the parents of our students for entrusting LFDCS with their children's education, to our exceptional staff for commitment to high achievement for themselves and our students and to our friends, partners and donors for helping to make possible programs and scholarships that enrich the present and support the future.


Board President

Lawrence Family Development Charter School

MISSION STATEMENT

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

Description

Lawrence Family Development Charter School is a Commonwealth Public Charter School, initially chartered in 1995. Intended to serve children in the City of Lawrence, its three-building campus is located at 34 West Street (K-2, Grades 1-4), 400 Haverhill Street (Grades 5-8) and 404 Haverhill Street (K-1). 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 98.6% Hispanic and 92.6% low income shows faithfulness to its mission. LFDCS consistently enrolls 585 or more students (97.5% of its cap) and maintained a waiting list of 907 and 588 students for each year of this charter. The current enrollment (June, 2011) is 585 with a waiting list of 968. While the primary district served is Lawrence, LFDCS continues to educate its students who move to neighboring communities—currently these include: Methuen (23), Haverhill (8) and other towns (2).

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Summary of Educational Philosophy

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 through grade six and 15 students in K-1 and grades seven and eight. 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 2010-2011:

- **Parent vouchers** for ESL resulted in ninety parents completing English and Computer Literacy classes. Parent education awards in the coming year will earmark funds for additional class work and education expenses.
- **Parent surveys** in 2009-2010 resulted in Family Continuity Program Workshops for 2010-2011—a series of six topics to improve parenting skills—held at our Maria del Pilar Quintana Family Center.
- **Professional development** in language and literacy (HILL) and math strategies (James Callahan) expanded to include Upper School staff.
- **Merrimack’s College’s Teaching Fellows Pilot** provided five staff with opportunity to grow professionally as clinical faculty and mentor fellows.
- **LFDCS mentor program** piloted a project for new teachers to create a portfolio of professional documents as evidence of skills in each of the professional standards established by the Department of Elementary and Secondary Education (DESE).
- **Our dual-language program** underwent a needs assessment as the school and community is experiencing a transition to third generation immigrant families. Improved curriculum and new administrative oversight will ensure that students continue to experience academic growth and success in Spanish.
- **Our Science partnership** with Northern Essex Community College (NECC) saw the STEM curriculum modified and sixth graders traveling to the Haverhill campus for lectures and lab work.
- **“Early college” middle school focus on Science and Technology** has begun by building skills of inquiry and mastery through partnerships with NECC, U-Mass. Lowell Mechanical Engineering and MIT.

Demographics and Student Data

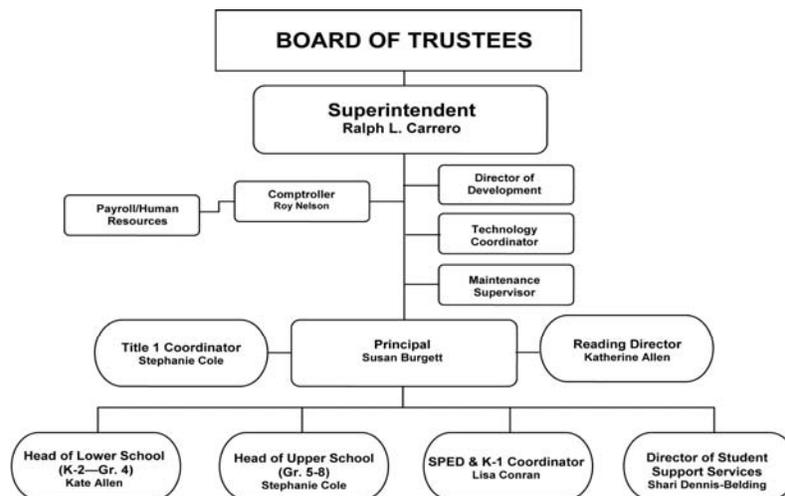
INSTRUCTIONAL TIME:		
Total number of instructional days for the 2010-11 school year:	180	
First and last day of the 2010-11 school year:	September 7, 2010 June 23, 2011	
Length of school day (please note if schedule varies throughout the week or the year):	K-1	8:00am-2:55pm
	K-2-Gr. 4	8:00am-3:00pm
	Gr. 5-8	8:00am-3:15pm
STUDENT ENROLLMENT INFORMATION:		
Number of students who completed the 2009-10 school year but did not re-enroll for the 2010-11 school year (excluding graduates):	14	
Total number of students enrolled as of October 1, 2010:	592	
Total number of students who enrolled during the 2010-11 school year after October 1, 2010:	4	
Total number of students who left during the 2010-11 school year, after October 1, 2010:	11	
Total number of students enrolled as of the June 30, 2011 SIMS submission:	585	
Number of students who graduated at the end of the 2010-11 school year:	50	
Number of students on the waitlist of June 30, 2011	968	
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2011 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	6	1.0%
Asian	0	0%
Hispanic	577	98.6%
Native American	0	0%
White	2	0.4%
Native Hawaiian, Pacific Islander	0	0%
Multi-Race, Non-Hispanic	0	0%
Special Education	35	6.0%
Limited English Proficient	229	39.1%
Low Income	542	92.6%

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

Reason for Departure	Number of Students
Transferred to private school	3
Moved to another state	4
Moved to another country	2
Moved to another Massachusetts community	3
Transferred to Lawrence public school	13

Administrative Roster and Responsibilities

ADMINISTRATIVE ROSTER FOR THE 2010-11 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employee at the school)
Superintendent	Chief Executive Officer – Responsible for implementation of mission, policies and budget	8/07	
Principal	Head of Educational Program – Hiring, supervision, training and evaluation of staff/curriculum	5/09	
Comptroller	Chief Financial Officer – Responsible for fiscal management, oversight of budget and payroll	9/96	
Director of Development	Grant writing, fundraising & project management	8/01	
Technology Coordinator	Oversight of all technology including networks, website, e-mail system and software	8/08	4/11
Technology Coordinator	Oversight of all technology including networks, website, e-mail system and software	5/11	
Maintenance Supervisor	Building maintenance and custodial services	3/09	
Title 1 Coordinator	Oversight of records, test data, NCLB compliance, school-wide program for below benchmark	8/07	
Reading Director	Collection of all data regarding Reading assessments, reporting, coaching	10/06	
Head of Lower School (K-4)	Building operations, student behavior and discipline, schedules, parent communication	8/08	
Head of Upper School (5-8)	Building operations, student behavior and discipline, schedules, parent communication	7/08	
Special Education/K-1 Coordinator	Responsible for oversight of special education program: staffing, IEP's, establish procedures, etc.—also Head of K-1 building and program	8/09	
Director of Student Support Services	Oversight of after-school program, summer enrichment, partnerships, food services	8/08	



TEACHERS AND STAFF ATTRITION FOR THE 2010-11 SCHOOL YEAR			
	Number as of the last day of the 2010-11 school year	Departures during the 2010-11 school year	Departures at the end of the school year
Teachers	50	5	4 non-renewals
		3 resigned, 2 dismissed	
Other Staff	41	5	1 non-renewals
		3 dismissed, 2 resigned	

Recruitment & Retention Plan

I. Recruitment Plan

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

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

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

Recruitment Plan – Goals and Strategies	
List goals and strategies for recruitment activities for <u>each</u> demographic group.	
<p>Demographic Group:</p> <p>A. Special education students</p>	<p>GOAL: To offer quality public education to students who have demonstrated learning and developmental challenges.</p> <p>STRATEGY: LFDCS will distribute fliers and/or posters to Head Start sites, local pediatrician offices, family counseling agencies and health centers and the local district’s early childhood centers.</p>
<p>Demographic Group:</p> <p>B. Limited English-proficient students</p>	<p><i>LFDCS recognizes that its founding mission has attracted significant numbers of limited English students and consistently exceeds the local district.</i></p> <p>GOAL: Continue to attract families whose children are limited English by ensuring that all communication is in two languages: English and Spanish.</p> <p>STRATEGY:</p> <ol style="list-style-type: none"> 1. Distribute fliers to parents of enrolled students to invite applications from family and friends. 2. Place advertisements on Spanish language radio stations. 3. Provide information at Latino-specific cultural events. 4. Advertise at any agency which generally provides services to new immigrant families.
<p>Demographic Group:</p> <p>C. Students eligible for free lunch</p>	<p><i>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic.</i></p> <p>GOAL: Continue to attract low-income, disadvantaged students in the City of Lawrence (current: 92.6%).</p> <p>STRATEGY: Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>

<p>Demographic Group:</p> <p>D. Students eligible for reduced price lunch</p>	<p><i>Based on the 1990 decennial census, LFDCS strategically opened its doors in the poorest section of the poorest city in the Commonwealth, focusing its outreach to enroll students from this demographic.</i></p> <p>GOAL: Continue to attract low-income, disadvantaged students in the City of Lawrence (current: 92.6%).</p> <p>STRATEGY: Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>
<p>Demographic Group:</p> <p>E. Students who are sub-proficient</p>	<p><i>LFDCS recognizes the need to offer quality public independent education to students who are identified as sub-proficient. The impact of pervasive poverty that exists in Lawrence is manifested in the enrollment of children of poverty (94.5%), the most accurate indicator of academic deficiencies.</i></p> <p>GOAL: Continue to attract low-income, disadvantaged students in the City of Lawrence (current: 94%).</p> <p>STRATEGY: Advertise in local bodegas, food pantries, soup kitchens and agencies or markets that accept WIC or EBT vouchers.</p>
<p>Demographic Group:</p> <p>F. Students at risk of dropping out of school</p>	<p>GOAL: LFDCS will seek to enroll children who may be at risk of dropping out of school by outreaching teen parents and parents who themselves dropped out of school.</p> <p>STRATEGY: LFDCS will advertise at local high school parenting and teen programs (YWCA) and the local YouthBuild programs and other programs for parenting teens.</p>
<p>Demographic Group:</p> <p>G. Students who have dropped out of school</p>	<p>Not Applicable</p> <p>LFDCS does not enroll students of the age eligible to drop out of school.</p>
<p>Demographic Group(s):</p> <p>H. Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p><i>LFDCS recognizes the evolving demographics of the City of Lawrence as a Gateway City to immigrants from poor countries throughout the world and will continue to work with agencies that serve these populations for early identification such as the International Institute and area churches.</i></p>

II. Retention Plan

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

Overall Student Retention Goal	
<p>Annual goal for student retention (percentage):</p>	<p>The annual goal for student retention at LFDCS is 95% for all students from enrollment through grade 8 graduation.</p>

Recruitment & Retention Plan

Retention Plan Goals and Strategies -- List goals and strategies for retention activities	
All Students	<ul style="list-style-type: none"> • annual student survey regarding school climate, safety and learning • annual parent surveys • quarterly model student and attendance awards • summer and after-school academics and enrichment • quarterly parent conferences to discuss progress and any issues pertaining to retention
Special Education Students	<ul style="list-style-type: none"> • LFDCS will host quarterly parent advisory meetings for parents of SPED students • quarterly report card conferences with classroom teacher and SPED teacher • parent workshops to specifically address issues relevant to SPED: medications, understanding ed. plans, behavior
Limited English Students	<ul style="list-style-type: none"> • bilingual parent workshops/use of translation equipment • interactive, bilingual school website • bilingual report card • interactive bilingual programs to support learning • dual-language program to support native language proficiency • extensive reading and support of library materials in English and Spanish
Students Eligible for Free and Reduced Lunch	<p><i>Students eligible for free and reduced lunch (92.6%) live in families in poverty. LFDCS addresses poverty by:</i></p> <ul style="list-style-type: none"> • a universal breakfast program • a universal free lunch program • a Wellness Policy that includes an education component • having quarterly recognition lunches • seeking donated uniforms for most in need • providing expendable school supplies and backpacks • providing Dr. Seuss books, library books, Children’s Museum books for parents—all to increase print in the home • raffling off used computers and providing parent workshops to increase availability of technology in the home • providing financial support for 8th graders to take SSAT tests • providing scholarship assistance for graduating 8th graders to attend rigorous secondary schools

I. Faithfulness to Charter

A. ACCOUNTABILITY PLAN, CRITERIA, OBJECTIVES AND MEASURES

Criteria #1: Mission, vision and educational philosophy

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

Measures:

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

LFDCS has met and exceeded this Accountability target with 100% of families of entering K-1 students having a home visit prior to the September opening. The Family Support Counselor and Parent Liaison, both bilingual professionals, visited each home to welcome families, establish expectations and determine if support services would be needed.

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

LFDCS met the Accountability target of 90% achieving 90.4% of all K-1 families attended one of the three-week trainings “Right from the Start.” Eighty-two percent (82.%) of K-1 students met benchmark in Letter Naming, Fluency, and 74% met benchmark in First Sound Fluency in the spring of 2011. These workshops, offered in English and Spanish, by experienced parent educators, complement the home visit and provide important information in health, nutrition, discipline and expectations for attendance, parent involvement and the school’s expectations for academic achievement. During 2011-2012, K-1 staff will participate in informing parents during a “Right from the Start” workshop of how they could support recognition of first letter sounds with practice at home.

Criteria #2: Academic progress

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

Measures:

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

LFDCS met and exceeded the Accountability target for this measure with 100% of the graduating class applying to admissions-based high schools. The high school admissions process, over two years at seventh and eighth grade, includes meetings and workshops with parents, a summer SSAT prep program for twenty students, a high school admissions fair with 18 participating area and New England secondary schools, on-site visits, interview readiness preparation and one-on-one support by a full-time Guidance Placement Counselor.

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

LFDCS met the Accountability target for this measure—90% of the 50 members of the graduating class, or 45 students, were accepted at one or more admissions-based schools. LFDCS expanded staffing of the Guidance Placement office to full-time and added support staff who assisted students and families in visiting private secondary schools. LFDCS also expanded its outreach to new placements including: Maine Central Institute and Fryeburg Academy in Maine and Bradford Christian Academy—all of whom accepted students and provided 90% tuition assistance. Members of the Class of 2011 will attend: Central Catholic High School, Notre Dame High School, Brooks School, Pingree School, Presentation of Mary Academy, Maine Central Institute, Fryeburg Academy, Bradford Christian Academy, Lawrence High School, Greater Lawrence Technical High School and Whittier Regional Vocational Technical High School.

I. Faithfulness to Charter

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, accepts responsibility for the successful development of the child and transfer of the values of their culture.

LFDCS continues to work with parents in every aspect of the school. A strong School Site Council, meeting monthly, provides a parent voice on new programs and direction and was the impetus for the school expansion amendment. Parent vouchers to attend ESL and Computer classes at the Maria del Pilar Quintana Family Center saw 90 parents or 20% of our families take advantage of educational offerings. Parent attendance at each of the three report card conferences met 100% for the sixth straight year.

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

LFDCS supports the professional development of its teaching staff through embedded professional development in language and literacy and mathematics, through tuition support towards advanced degrees, through experienced mentoring for new teachers and through support of veteran staff seeking alternative paths to certification. The Response to Intervention (RTI) participation in designing effective strategies for Tier II and Tier III students and school-wide professional reading, reflection and discussion through “Book Talk” provide professional skills in a broad spectrum of the curriculum.

During the 2010-2011 school year, LFDCS piloted a new initiative in teacher preparation, placing five graduate students from Merrimack College’s School of Education in classrooms with veteran teachers. Four of the Teaching Fellows completed the year at LFDCS with veteran teachers growing in professional skills as supervisor/educator mentors.

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

LFDCS continues to invest in the dual-language promise of its founding in 1995 while continuing to evaluate both the success of the program and the needs of the student population we enroll. To that end, we have witnessed the transition from the 1990s when many of our students and most parents were born outside the United States to a new demographic of native born and educated parents and students. This will require attention to the Spanish language curriculum, staff training and assessments. To ensure the program continues to be research-based, LFDCS has created a new administrative position to oversee Spanish and ESL. The administrator is ESL and Spanish Language certified and will put in place appropriate changes in curriculum and staff training to ensure continued dual-language proficiency.

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

Students, parents and staff at LFDCS benefit from a significant range of partnerships with community organizations and educational institutions.

Parents are able to enroll in ESL, Computer, and Citizenship classes without cost at the Maria del Pilar Quintana Family Center operated by our management organization, Lawrence Family Development & Education Fund, Inc. (LFDEF). This strengthens families who attain new skills which support employment, and through citizenship, families attain stability in the community.

Parents also benefit from workshops in child behavior management, home management and counseling through the Family Continuity Program.

Students benefit from extensive partnerships with the rich array of secondary schools and colleges in our area. Since 1996, Phillips Academy, Andover has offered to us a strings program training more than 30 students annually in violin and recently in piano. Additionally, Phillips Academy student members of the Philomathean Society assist staff to run a Debate Club for grades 7 and 8 developing speaking skills and confidence as well as a valuable ability to look carefully at both sides of social and political issues.

Two thousand and eleven (2011) marks ten years that our students have participated in Prep @ Pingree, an exceptional summer readiness program, preparing high achieving 7th graders to apply for admission at selective secondary schools. More than 90% of all LFDCS students in Prep @ Pingree have gone on to selective secondary schools.

Early partnerships in science education with Merrimack College and Northern Essex Community College (NECC) have solidified in the past three years to support Early College – Middle School Science Partnerships with NECC, U-Mass. Lowell College of Engineering and Massachusetts Institute of Technology (MIT). These programs create a four-year continuum of science education at and with higher education instructors.

- Grade 5 professors from NECC will come to LFDCS monthly teaching classes aligned with the STEM standards.
- Grade 6 students from LFDCS will travel to the NECC-Haverhill campus monthly to learn and explore using the science labs.
- Grade 7 students will attend classes in Mechanical Engineering at U-Mass. Lowell.
- Grade 8 students will travel monthly to MIT to participate in day-long classes and labs across a broad spectrum of science exploration.

Staff benefit from partnership contracts with HILL and Callahan Associates and New Teacher Workshops through Frank Thoms of Teachers²¹ as part of our Induction and Mentoring Program.

Our school community, board and administration benefit from partnering with the Essex County Community Foundation (ECCF) which led this year's Strategic Planning and also manages the growth of the Patricia Foley Karl (PFK) Scholarship Fund.

Implementation of the Governance/Leadership Structure

The governance structure of LFDCS stems from our founding principles to involve parents at every level of the school. This resulted in a Board of Trustees with a parent majority (7) and (6) professional leader representatives of the founding management organization, Lawrence Family Development & Education Fund, Inc. (LFDEF). Six (6) parents are elected by the School Site Council, and a seventh (7) parent is the parent co-chair of the School Site Council.

Contractual Relationships with the School's Management Company

LFDCS has a management agreement with Lawrence Family Development & Education Fund, Inc., a five-year contract aligned with the 2010-2015 charter.

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

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

II. Academic Program Success

A. ACCOUNTABILITY PLAN, CRITERIA, OBJECTIVES AND MEASURES

Criteria #1: *MCAS - performance*

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

Measures:

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

LFDCS did not make the CPI gain as intended as a result of the 2009 ELA scores not including grades 3 & 5. Grades 3 & 5 were invalidated due to reported testing irregularities—giving a skewed target which increased the CPI goal for the entire school. The 83.8 resulting CPI for ELA 2009 was not in keeping with the slow but steady progress of prior years and set an unrealistic target for ELA 2010.

ELA MCAS Performance
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2009	83.8	2010	81.3	-2.5
2010		2011		
2011		2012		
2012		2013		
2013		2014		
2014		2015		

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

LFDCS exceeded the 1.5 CPI gain reaching an exceptional 6.2 percentage points in Mathematics. LFDCS introduced a Math intervention program *V-Math*, providing an additional Title 1 teacher for the Lower School with small group instruction and computer time for Tier II and Tier III students.

A Math Consultant, Jim Callahan, reviewed the Math curriculum, observed teacher lessons, modeled classes and introduced new strategies to reach all students. School administration eliminated use of a Math text “Rhymes & Times” previously used in grades 1-6 and determined by LFDCS administration to have a negative impact on Math growth.

Math MCAS Performance
GOAL = ANNUAL CPI GAIN OF 1.5

Year 1	CPI	Year 2	CPI	Gain
2009	72.9	2010	79.1	+6.2
2010		2011		
2011		2012		
2012		2013		
2013		2014		
2014		2015		

Criteria #2: *MCAS - growth*

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

Measures:

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

LFDCS exceeded the 40.0 SGP in ELA by 11.5 percentile points. LFDCS provides extensive language and specific vocabulary time on task as well as library books for external readings. Title 1 interventions and ESL support improve English language competencies for our students.

ELA MCAS Student Growth
GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2010	51.5
2011	
2012	
2013	
2014	
2015	

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

LFDCS exceeded the 40 SGP in Mathematics by 29.0 percentile points. New curriculum, extensive professional development in Math, daily attention to standards and homework as well as increased instructional time in Math and Title 1 Math interventions have strengthened our Math curriculum at all grades with exceptional growth at the upper grades.

MATH MCAS STUDENT GROWTH
GOAL: SGP OF 40 OR HIGHER

Goal Year	Actual SGP
2010	69.0
2011	
2012	
2013	
2014	
2015	

Criteria #3: *External assessments of student achievement*

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

Measures:

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

LFDCS met or exceeded the 85% target in each grade. LFDCS uses Voyager Interventions: Ticket to Read, a vocabulary intervention and “Foundations” to build phonemic awareness, phonics proficiency, vocabulary and fluency. Given our second language learner enrollment, LFDCS requires large blocks of teaching and learning in English Language Arts—for example, 1 hour ELA, 1 hour needs/based group and vocabulary and Foundations of 30 minutes each.

II. Academic Program Success t to families and students from every

EXTERNAL ASSESSMENT /DIBELS SPRING BENCHMARK

K-2-GRADE 2

ANNUAL GOAL: 85%

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

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

LFDCS, starting with a baseline stanine of seven at K-2, has achieved or exceeded the stanine of five in grades 1 & 2. Stanine five is the national average; our internal target is seven for all grades as it aligns with proficiency on state and national assessments. Students in K-2 through grade 2 were introduced to a stronger pre-reading curriculum in K-1 resulting in stronger scores.

GRADE ELA Spring 2011 Mean Stanine

GOAL = STANINE 5/6 BY 2015

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

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

LFDCS has achieved a stanine six or better at all grades in this measure due to strong Math curriculum, teaching and support programs as previously described.

GMADE Math Spring 2011 Mean Stanine

GOAL = STANINE 5/6 BY 2015

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

Criteria #4: *Internal assessments of student achievement*

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

Measures:

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

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

Year	ELA				Math			
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 3	Grade 4	Grade 5	Grade 6
2011	79.2	87	81.4	84.21	84.18	80.74	87.9	77.0
2012								
2013								
2014								
2015								

Criteria #5: *Professional climate*

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

Measures:

1. **Teachers at LFDCS will annually meet or exceed ninety-five percent attendance rate.**
LFDCS teachers exceeded the 95% goal by attaining 97.8% overall attendance with 98% of staff attaining over 95% daily attendance. This exceptional rate ensures that highly-qualified teachers are providing instruction more than 95% of the time students are in the classroom.
2. **LFDCS will retain eighty percent of teachers who meet or exceed annual student performance measures as reported in their summative evaluation.**
LFDCS met and exceeded the retention rate for teachers with 85% of teaching staff retained through their summative evaluations.

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

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

Measures:

1. **At each grade level fifty percent of students identified as performing below benchmark on the fall GRADE will grow at least 13 NPR percentage points as measured by the spring GRADE.**
LFDCS attained the target of 50% of students who performed below benchmark in the fall of 2010, reaching benchmark by spring 2011 at all grades except grades 4 (41%) and grade 7 (40%); however, Grade 7 had only six students in the entire grade level below proficiency indicating strong attention to eliminating learning gaps throughout the curriculum.

LFDCS utilizes a school-wide RTI model which addresses students who are sub-proficient each month and a cohesive staff discussion on strategies to help each child improve. In the coming year LFDCS will eliminate the use of a computer program where students lost ground and will increase attention to vocabulary.

II. Academic Program Success

GRADE - Accountability Goal: 90%

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2010	# of Students Making 13 NPR* gain Fall 2010 to Spring 2011	% of Students Making 13 NPR* gain Fall 2010 to Spring 2011
K-2	41	41	100%
Grade 1	13	12	92%
Grade 2	21	17	81%
Grade 3	23	17	74%
Grade 4	22	9	41%
Grade 5	26	22	85%
Grade 6	18	10	55%
Grade 7	10	4	40%

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

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

LFDCS attained the target of 50% or better of students who performed below benchmark in the fall of 2010, reaching 13 NPR percentage points or one grade level year growth by the spring of 2011. LFDCS put in place additional Title 1 math instructors at grades 3-4 resulting in significant improvements at these grades. A web-based program V-Math was introduced providing additional time for students to overcome math deficiencies and was a high motivator for learning. To further increase math skills and teaching proficiency, LFDCS will offer graduate-level classes in mathematics during the 2011-2012 school year..

GMADE - Accountability Goal: 90%

Grade Level	# of Students Below Benchmark (36 NPR and lower) Fall 2010	# of Students Making 13 NPR* gain Fall 2010 to Spring 2011	% of Students Making 13 NPR* gain Fall 2010 to Spring 2011
K-2	19	15	79%
Grade 1	30	18	60%
Grade 2	47	45	96%
Grade 3	40	40	100%
Grade 4	40	34	85%
Grade 5	29	22	76%
Grade 6	17	16	94%
Grade 7	17	15	88%

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

- Each year ninety percent of eighth grade students will be at or above benchmark as measured by the spring GRADE.
- Each year ninety percent of eighth grade students will be at or above benchmark as measured by the spring GMADE.

ELA/GRADE

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

MATH/GMADE

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

Students in our 2011 graduating class achieved 88% at benchmark in ELA and 94% at benchmark in Math—exceeding the 90% target on this new accountability goal. LFDCS strives in all ways to ensure that our graduates are well prepared for transition to and acceptance at rigorous secondary schools.

B. COMMON SCHOOL PERFORMANCE CRITERIA

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

MCAS Tests of Spring 2010 % of Students at Each Performance Level for Lawrence Family Development Charter School

Grade and Subject	Advanced/ Above Proficient		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 03 - READING	3	14	48	49	37	30	11	8	62	78.6	N/A	N/A
GRADE 03 - MATHEMATICS	13	25	44	40	27	24	16	11	62	78.6	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	5	11	20	43	54	35	21	12	61	65.2	N/A	4
GRADE 04 - MATHEMATICS	13	16	25	32	48	41	15	11	61	72.5	69.0	60
GRADE 05 - ENGLISH LANGUAGE ARTS	7	16	44	47	39	28	10	10	59	78.0	46.0	57
GRADE 05 - MATHEMATICS	10	25	32	30	36	28	22	17	59	69.5	57.0	57
GRADE 05 - SCIENCE AND TECHNOLOGY	5	15	29	38	47	36	19	11	59	69.1	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	9	15	64	54	24	21	3	9	58	89.7	N/A	4
GRADE 06 - MATHEMATICS	16	27	60	32	22	25	2	16	58	91.4	74.0	56
GRADE 07 - ENGLISH LANGUAGE ARTS	7	11	67	61	24	21	2	7	54	91.2	59.0	54
GRADE 07 - MATHEMATICS	13	14	48	39	33	27	6	19	54	82.9	71.5	54
GRADE 08 - ENGLISH LANGUAGE ARTS	2	17	63	61	28	16	7	7	46	88.0	55.0	45
GRADE 08 - MATHEMATICS	22	22	41	29	22	28	15	21	46	81.0	80.0	45
GRADE 08 - SCIENCE AND TECHNOLOGY	0	4	24	36	54	41	22	19	46	63.0	N/A	N/A
ALL GRADES - ENGLISH LANGUAGE ARTS	6	16	50	52	35	24	9	8	340	81.3	51.5	164
ALL GRADES - MATHEMATICS	14	26	41	33	32	27	13	15	340	79.1	69.0	272

ELA Grade 6 **73** LFDCS vs. **69** State
Grade 7 **74** LFDCS vs. **72** State

Math Grade 6 **76** LFDCS vs. **59** State
Grade 7 **61** LFDCS vs. **53** State
Grade 8 **63** LFDCS vs. **51** State

- Provide evidence that students at the school have demonstrated proficiency, or demonstrated progress towards meeting proficiency targets on state standards as measured by the MCAS exams in all subject areas and at all grade levels tested for accountability purposes.

The above chart indicates that LFDCS met targets in ELA and Math. ELA is however lower than 2009 when two grades were eliminated from the school's overall scores, creating a skewed comparison between 2009 and 2010. An analysis of proficiency and advanced scores at grades 6, 7, 8 shows these combined scores of students at or above benchmark outperform all students statewide. Please note these scores highlighted in red (LFDCS) and blue (state).

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

The school's median student growth percentiles (SGP) in the aggregate and at every grade level exceeds the state baseline for growth of 40 with SGP ranging from 46 to 59 for ELA and 57 to 80 for Math.

- Provide evidence of the school's progress towards making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Provide information on whether the school is identified for accountability purposes (designated as Needs Improvement, Corrective Action or Restructuring status).

LFDCS did not make AYP in ELA in 2010 (see note a.) but did make AYP in Mathematics in the aggregate and all subgroups. LFDCS is listed as No Status in both ELA & Math with no accountability identification.

II. Academic Program Success

Lawrence Family Development Charter School - 2010 Accountability Data

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

2010 Adequate Yearly Progress (AYP) Data - Summary

Summary Data | [Detailed Data](#)

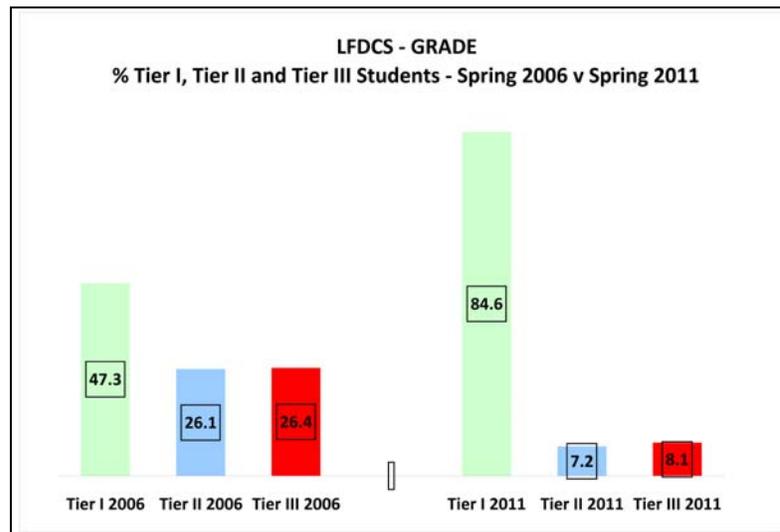
	<u>NCLB Accountability Status</u>	<u>Performance Rating</u>	<u>Improvement Rating</u>
ENGLISH LANGUAGE ARTS	No Status	High	No Change
MATHEMATICS	No Status	Moderate	On Target

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	100	No	81.3	No	-2.3	Yes	97.8	No
Lim. English Prof.	Yes	100	No	68.6	No	-9.4	Yes	97.6	No
Special Education	-	-	-	54.8	-	-	-	-	-
Low Income	Yes	100	No	80.5	No	-3.0	Yes	97.8	No
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	100	No	80.9	No	-2.4	Yes	97.8	No
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-
MATHEMATICS									
Aggregate	Yes	100	No	79.1	Yes	6.4	Yes	97.8	Yes
Lim. English Prof.	Yes	100	No	66.7	Yes	5.9	Yes	97.6	Yes
Special Education	-	-	-	54.0	-	-	-	-	-
Low Income	Yes	100	No	78.1	Yes	6.0	Yes	97.8	Yes
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	100	No	78.7	Yes	6.5	Yes	97.8	Yes
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-	-	-

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	No	No	No	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	No	No	No	No	Yes	Yes	No	
MATH	Aggregate	No	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	No	Yes	Yes	Yes	Yes	Yes	No	Yes	

2. Other Achievement, Improvement or Assessment Measures

LFDCS has reported on student progress relative to DIBELS, GRADE, GMADE and L-FAST assessments in the Accountability section of this report. A school-wide focus on Response to Intervention (RTI) drew consistent attention to student performance and specific needs of students identified by Tier II and Tier III. Monthly grade-level meetings with administration, classroom teachers and specialist teachers of Special Education and ELL meet to review student progress and collectively determine strategies and needs for each student with specific interventions and time for each child.



3. Curriculum

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

LFDCS has taken next steps to support teachers' use of curriculum by placing all lesson plans online with access to all staff to examine the vertical and horizontal expectations of all areas of the curriculum and support consistent learning for students. LFDCS addresses the skills and concepts outlined in Massachusetts State Standards and uses these to measure student performance through its standards-based report card. This 10-15 page document, prepared online by teachers, addresses student performance on specific standards taught during each term. No major curriculum changes took place during 2010-2011. Teachers modified lessons as appropriate.

4. Instruction

LFDCS outfitted every classroom with interactive Eno boards enabling greater student engagement and hands-on learning supporting all learning modalities: auditory, kinesthetic and visual. Use of this technology was particularly effective with Special Education and ELL students, providing visual representations of lessons, context and vocabulary. Mobile computer labs in grades 7 and 8 were used in ELA and Math classes enabling access to intervention programs. Teachers were able to break down lessons to tiered instruction and individualized components. LFDCS also increased instructional time for grades 7 & 8 through a flexibility model allowing teachers to determine student needs for additional time.

5. Classroom and School Environment

LFDCS created a procedural structure handbook for 2010-2011 supporting the uniqueness of three separate buildings and student ages (K-1, K-2-grade 4, grades 5-8). At the Upper School a behavior modification model enabled teachers to have full control of discipline with blue slips for behavior infractions that may be rescinded if behavior is corrected. All teachers are encouraged to communicate regularly with parents as part of our school mission. Parents may also communicate with teachers online through the report card bulletin board. The overall school environment, observed by students and visitors alike, is one focused on learning, achievement and safety.

II. Academic Program Success t to families and students from every

6. Diverse Learners

LFDCS provides specific instruction and support services in compliance with regulations for all English Language Learners and students identified for learning disabilities and/or special education needs. LFDCS which serves a Hispanic student enrollment of 98.6% had 39% of its students indentified as ELLs. The school increased staffing in this category to meet student needs. LFDCS introduced “Education City” in English Language Arts and a Mathematics computer intervention program in both English and Spanish. In 2010, LFDCS made all MEPA assessment targets. To further support our ELL students and our Spanish Language curriculum, LFDCS has hired an ESL-certified educator/administrator to oversee curriculum, trainings and staff supervision in this important category.

MEPA – Attaining English Language Proficiency						
		2006	2007	2008	2009*	2010
	State Target	55%	60%	62%	60%	n/a
Progress	State Performance	64%	62%	66%	66%	n/a
	District Target	n/a	n/a	62%	60%	60%
	District Performance	71%	62%	67%	66%	66%
	State Target	45%	44%	44%	29%	n/a
Attainment	State Performance	49%	48%	49%	34%	n/a
	District Target	62%	54%	49%	39%	43%
	District Performance	66%	56%	62%	38%	49%
AMAO HISTORY						
	Progress	Yes	Yes	Yes	Yes	Yes
	Attainment	Yes	Yes	Yes	No	Yes
	AYP – English Language	No	Yes	Yes	Yes	No
	AYP – Mathematics	Yes	Yes	Yes	No	Yes

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

LFDCS continued to serve its Special Education students through an inclusion model with strong staffing modifying lessons to ensure continuous academic growth. During 2010-2011, LFDCS established a partnership with Landmark School in Beverly, MA, a noted institution in its work with learning disabled students. A summer institute at Landmark for 75% of our Special Education staff will introduce new and research-based strategies and support staff development in the coming year.

7. Professional Climate

i. Teacher Evaluations

A more systemic evaluation with timelines and procedures was written for implementation during the 2010-2011 school year. This evaluation instrument included formative and summative evaluations and a section noting student data and growth, teacher attendance and evidence of the Professional Standards for Teachers (PST) as outlined by the state.

ii. Professional Development

LFDCS provided both embedded professional development and ongoing workshops as well as specific opportunities for off-site conferences during 2010-2011.

The HILL training (Hanson Initiative for Literacy and Language) and Mathematics from Callahan and Associates were introduced in a week-long orientation prior to the start of school. The orientation workshops provided an overview for both veteran and returning staff and set the expectations for the year. “Keys to Literacy” was introduced to grades 6 and 8 as embedded professional development focusing on literacy across the curriculum.

The Mentor program offered workshops for new teacher induction (Frank Thoms) and focus groups for veteran mentor teachers (Jen Antonucci)—both from Teachers²¹. Both series allowed for reflective discussion of practices and issues and supported challenges faced by new and mentoring staff.

Administration and teachers attended two excellent professional conferences: “Ahead of the Curve,” a conference on student assessment, and the National Model Schools Conference, which allowed staff to compare our strategies and outcomes with schools identified as models of best practices in a variety of school topics.

To support teacher use of the new Eno boards technology, introductory workshops were held. Plans are in place to offer a *Train the Trainers* series to build training competency in our own staff to support future training needs.

To provide a unique opportunity in cultural and language immersion, LFDCS sent two Lower School teachers to accompany our former Superintendent for a week teaching in rural schools in the Dominican Republic. Bringing donated school supplies, math materials and Spanish language books, along with lessons and techniques to share, they returned with a wealth of new knowledge and experiences and a deeper understanding of the challenges associated with educating children of immigrant communities.

iii. Structures for Collaboration

LFDCS has four specific areas built in its operating model that support collaboration. These include:

1. monthly RTI meetings to review student performance and plan implementation strategies;
2. weekly grade-level planning to create and improve lesson plans and joint projects such as field trips, enrichment or portfolio presentations;
3. monthly “Book Talks” with discussion led by grade-level teams. Staff read and discuss “How to Teach Like a Champion” in 2010-2011; and
4. monthly building meetings with Heads of School to build connections, learn about new initiatives and recognize teacher achievements.

iv. Learning Environment

LFDCS annually commences the school year with a full week of professional development that embodies prior year’s accomplishments and sets out the accountability goals and new initiatives for the coming year. These extensive professional development activities (see part ii. above) include training and professional development requested by staff through annual surveys. The school’s mentoring program provides an experienced veteran teacher to mentor each new teacher with the intent to better acclimate to the culture and expectations of the school, to have an independent professional to support the challenges of beginning teachers and to gather collectively for monthly workshops where the topic and the solutions are focused on their needs. This program, as well as all professional strategies, are to support and retain quality staff.

8. Assessment and Instructional Decision-making

LFDCS uses external and internal assessments through the year to inform, guide and improve instructional planning and practice.

The DIBELS assessments are given fall, winter and spring to measure student skills in all phonemic, phonetic fluency and reading comprehension requirements from K through grade 6. Fall testing identifies baseline status or skill retention from prior learning and sets objectives for teacher planning and interventions.

The monthly RTI meetings provide regular review of curricula and the effectiveness of lessons, textbooks and specific strategies. Because these discussions include professional peers with diverse training and perspectives, the discussions strengthen planned lessons and interventions for every child.

9. Program Evaluation

LFDCS is committed to the use of formative and benchmark assessment as described above, and these help determine the effectiveness of curricula and strategies for our school’s demographics. The use of the RTI model (see above) includes research on catch-up growth (Kennewick Schools: Catch up Growth) and the resulting strong gains made by our students in the middle school years. Our internal assessments on L-FAST and consistent attention to rate proficiency in ELA and Math provide both administration and teachers with data and information to make programmatic changes.

III. Organizational Viability

A. ACCOUNTABILITY PLAN, CRITERIA, OBJECTIVES AND MEASURES

Criteria #1: *Solvency and stability*

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

Measures:

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

LFDCS's annual budget is consistently sustained by its enrollment. The current enrollment of 600 (since 2006) has supported a positive budget annually. The newly-approved enrollment of 620 for FY'12 will increase the annual budget by \$250,000 (estimated) which will support additional classroom teachers and paraprofessionals and outfitting the classroom. The expected growth of 20 students annually each year of our current charter will see careful, sustained growth.

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

During the past and current school year, LFDCS received federal stimulus dollars up to \$400,000. One hundred percent (100%) of funds were earmarked directly to students and teachers.

Approved Budgets - FY'2010-2015

	FY'2010	FY'2011	FY'2012	FY'2013	FY'2014	FY'2015
REVENUE						
Tuition	\$6,960,000	\$7,442,850	\$7,734,558			
Grant Income	\$660,000	\$770,000	\$705,000			
Cash from Net Assets						
Food Services	\$300,000	\$300,000	\$350,000			
Miscellaneous Income	\$150,000	\$150,000	\$150,000			
TOTAL REVENUE	\$8,070,000	\$8,662,850	\$8,939,558			
EXPENDITURES						
Salaries	\$4,413,280	\$4,628,032	\$4,877,420			
Benefits & Payroll Taxes	\$1,019,195	\$1,087,474	\$1,171,507			
Contracts and Fees	\$655,000	\$727,143	\$764,728			
Office Expenses	\$160,500	\$195,000	\$190,000			
Occupancy	\$1,181,676	\$1,211,676	\$1,171,506			
School Supplies & Equipment	\$100,000	\$125,000	\$130,000			
Professional Services	\$193,500	\$283,500	\$308,500			
Food Services	\$300,000	\$300,000	\$240,000			
Other	\$46,000	\$47,000	\$69,500			
TOTAL EXPENSES	\$8,069,151	\$8,604,825	\$8,922,751			
Total Revenue Over Expenditures	\$849	\$58,025	\$16,807			

From Statement of Revenues & Expenditures

	Revenue	Expenditures	Remainder of Revenue
2009-2010	\$8,957,265	\$7,993,260	\$964,005
2010-2011	(will be audited during the fall of 2011)		

Reserve Assets

2010 - \$3,134,912	2011 - \$3,525,526 (unaudited)	2012 -	2013 -	2014 -
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This identifies total net assets as of June 30th of the recent charter and represents the reserves available for emergencies and future lease-hold improvements. LFDCS exceeds the financial goals established by the Charter School Office.

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

On September 21, 2010, Walsh & Co., the School’s independent auditor submitted its findings in a letter to the Board of Trustees. Once again, the school demonstrated sound financial management and there were no audited adjustments or findings.

Criteria #2: Enrollment

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

Measures:

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

LFDCS exceeded the 95% with overall student attendance at 97.8%. Effective policies that address attendance as well as calls to parents continue our efforts to ensure students are in school learning.

Year	Attendance Goal	Actual Student Attendance
2010-2011	95%	97.8%
2011-2012	95%	
2012-2013	95%	
2013-2014	95%	
2014-2015	95%	

Criteria #3: Family engagement

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

Measures:

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

LFDCS distributed a survey to 100% of its 345 families and saw a return of 260 or 74% exceeding the 50% target.

Parents indicated an overall satisfaction rate of 98.5% with 66.8% at most satisfied and 33.7% at satisfied.

The highest levels of satisfaction were in the following categories:

- K-1 Family Orientation Program – 80% (+18% satisfied) = **98%**
- Communication with Classroom Teachers – 77% (+20% satisfied) = **97%**
- Safe Learning Environment – 75% (+24% satisfied) = **99%**
- Parent/Teacher Conferences – 73% (+26 satisfied) = **99%**
- Clear, timely, helpful communication with administration – 71% (+27% satisfied) = **98%**

- 2. Eighty percent of the parents of the graduating eighth graders will attend high school orientation night in preparation of applying to admissions-based high schools resulting in eighty percent of students applying.**

Ninety-two percent (92%) of the eighth grade parents (46 of 50) attended high school orientation night in preparation of applying to admissions-based high schools. One hundred percent (100%) of this graduating class applied to admissions-based schools.

III. Organizational Viability

B. COMMON SCHOOL PERFORMANCE CRITERIA

Policy Decisions

Major policy decisions made by the Board of Trustees during 2010-2011:

August 2010

- ◆ Approved a Memorandum of Understanding with Northern Essex Community College that expands opportunities for students in grades 5 & 6 to attend classes with NECC science professors. Professors will teach classes monthly for grade 5 students while grade 6 students will study in labs at the Haverhill campus.
- ◆ Approved a revised Parent/Student Handbook that included the following: “Any student that exceeds 20 absences in a school year will automatically be retained in that grade for the following year.”

October, 2010

- ◆ Approved increasing the authorization level for one signature on a loan or contract from \$15,000 to \$25,000 due to overall increase in costs on common contract items. All contracts over \$25,000 will require two signatures.

December, 2010

- ◆ Approval of the 2010-2015 Accountability Plan without academic measures. **Entire Accountability Plan will be presented for approval in August, 2011.**
- ◆ Approved renewal of \$500,000 line of credit with Sovereign Bank upon recommendation of Treasurer, Comptroller and Legal Counsel.
- ◆ Approved Bullying Policy as written by Legal Counsel in compliance with Chapter 92 of Acts of 2010. The policy allows for the Superintendent to deal with offenses in a progressive manner from meeting with student, inclusion in school record and suspension. This policy also includes “cyberbullying” and outlines a reporting mechanism. This policy will be included in the 2011-2012 Parent/Student Handbook.

February, 2011

- ◆ Approved policy on gifts to teachers—discouraged but allowed up to \$50.00 or class gifts up to \$150.00. Also that staff may not give gifts to supervisors except under \$10.00. This is in compliance with a statewide policy.

April, 2011

- ◆ Board approved plan to open Saturday Academy for 2011-2012 school year. Purpose will be to address academic needs of Tier III students identified by assessments. Tier III students will be required to participate in Saturday classes until they reach Tier II rating. Academy will run from October to May.

June, 2011

- ◆ Approved a revised Parent/Student Handbook that included the following: “Any student that exceeds 14 absences in a school year will automatically be retained in that grade for the following year.”

Amendments to the Charter

The Board of Trustees approved submission of a charter amendment to expand the school enrollment from 600 to 800 students at the April, 2010 LFDSCS board meeting (previous school year). This resulted in submission of a Charter Amendment Request on July 28, 2010 stating the following:

to meet the high demand for student access to charter education, LFDSCS requests an amendment to its charter to add one classroom of twenty students beginning in 2011 at K-1. The overall cap increase would add 200 students, raising LFDSCS's cap to 800. With one class cohort moving forward annually, the full cap would be reached by September 2020.

This amendment was recommended for full approval by the Commissioner of Education and was voted on unanimously by the Board of Education on December 21, 2010.

Complaints

No official complaints were received from parents during the 2010-2011 school year.

Oversight

The Executive Board of the School's Board of Trustees assesses the Director/Superintendent through an annual evaluation protocol. Using the state standards for administrative leadership, the Superintendent provides a self-evaluation of progress and challenges, and this is reviewed by the Executive Board for performance. The Board and the Superintendent collectively set annual goals for performance. For 2010-2011, these goals were:

- develop a new Accountability Plan for 2010-2015
- establish a revised timeline and action steps for facility and student expansion
- increase offerings for parent education at the Family Center
- identify new revenue sources for scholarships

The Superintendent is responsible for an annual evaluation of the School's Principal who in turn carries out the evaluation of other administrators and professional staff.

Board Planning

The Board of Trustees met in April, 2011 along with board members of the founding/management organization (LFDEF) to set strategic goals for the next 3-4 years.

In addition to parent and community board members, all administrative staff were present and participating.

The sessions were facilitated by Jay Caporale of the Essex County Community Foundation and began by a review of the 2007 objectives and goals met. The 2007 strategic plan was distributed prior to the session for advance reading, and each section was detailed by President Housianitis and Superintendent Carrero.

Board members and staff divided into three discussion/planning groups with administrators and facilitators rotating to encourage full participation. Discussion focused on the following topics relative to the future needs of the school:

- expansion plan – implementation of student growth to 800 students
- expansion of technology to ensure the infrastructure is adequate to grow and integrate new technology
- strategies for increasing student scholarship awards
- expansion of parent involvement programming to increase skills for student academic support

The day ended with presentations on group recommendations which will be prioritized at the fall 2011 board meetings.

The following are topics for the fall 2011 board meetings:

- schedule building renovations and construction with the least amount of learning disruption
- hire new Technology Director with strong knowledge of current and upcoming technology
- identify providers for embedded professional development to meet any gaps in learning or areas of low performance
- improve technology infrastructure with ability to do online MEPA testing
- reconnect with past donors
- continue to pursue partnerships in urban teacher preparation and state certification

Family Engagement

LFDCS measured family satisfaction with the school's programs and policies through an annual family survey which measures curriculum, communication, safety, special programs for students and parents and student progress in all academic areas.

As noted in Criteria #3, the survey was distributed to 100% of families with a 74% return and 98.5% overall satisfaction. The school did not hold a student survey during the current school year but intends to implement one in 2011-2012.

III. Organizational Viability

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

Safety

As noted in the annual parent survey, LFDCS provides a safe environment for its students with a 99% satisfaction rate. There is a conscientious effort to have all grounds lit in the early mornings and evenings in the winter, and all entries are locked and coded for security. New fencing and signage as well as secured parking creates a safe oasis in this urban neighborhood. LFDCS provides a learning environment safe from harassment and discrimination through overall expectations and a new mandated bullying policy approved by the School Board and by the Department of Secondary and Elementary Education in December, 2010. LFDCS hired a second licensed nurse who is bilingual to support the social, emotional and health needs of all of our students.

Employee Qualifications

LFDCS tracks qualifications of all professional staff for highly-qualified teachers and teacher certification. During 2010-2011, 98% of our teaching staff was appropriately certified. Staff evaluations include a section for personal and professional development goals, allowing for specific attention to this annually. Additionally, new staff hiring procedures require transcripts and certifications in place prior to hiring. The Mentor Program tracks participation requirements for applicants for professional licensure and submits documentation to DESE.

Financial Oversight

LFDCS developed the budget for FY’12 during a three-month review by the administrative team, the comptroller and the board. The budget is broken into major areas of spending with attention to all staffing needs and academic programs. Once this criteria is established, a draft comparison of the current year versus expected costs is established using both past experience and anticipated cost increases. This process was clearly described at board meetings with sufficient information and time devoted so every board member is well informed of the need of each line item and all projected revenue. A final vote to approve the FY’2012 budget was taken in June. Because LFDCS was approved for expansion, a subcommittee of the board has been established to specifically provide oversight of all financing of the expansion plans.

Recruitment, Retention and Enrollment for 2010-2011

LFDCS is faithful to the vision and intent of the founders reaching out to families and students from every section of the City of Lawrence. From the beginning, our recruitment included specific outreach to newcomer and immigrant families through local clubs, businesses and Latino churches as well as English and Spanish-language media. During the announced recruitment period beginning January 15, 2011, our Superintendent, the parent liaison and other Spanish-speaking staff appeared on local radio answering questions from callers. A review of applications concludes that the way most applicants learn about LFDCS is from parents of enrolled students. This is our greatest “public relations” asset and truly swells our waiting lists each year. Enrollment at LFDCS comes through the application process, and a public lottery was held on March 9, 2011. The procedures are posted on our website and adhere to all requirements of the state and charter school office. With a current cap of 600 students, LFDCS annually attains 98% full enrollment with a waiting list of over 900 students (K-6). As a result of the 2010 charter amendments, K-8 schools are not required to fill vacancies at grades 5-8. The strategies used to retain students include: a strong academic program, regular parent outreach and communication to resolve issues and a safe, positive learning environment. By providing parents, through the School Site Council, an arena in which to learn and questions school issues—such as: transportation, school choice and their rights under the McKinney Vento law, civil rights, priority policies for after school, Right to Know regarding Special Education—information on all issues gives parents the proper background information to make informed decisions and helps keep school retention at over 90% annually.

BOARD MEMBERS FOR THE 2010-11 SCHOOL YEAR

Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
John Housianitis	President	LFDEF representative	Social Studies Teacher, Central Catholic High School; 20 years – District School Committee	6 th term 10/1995-8/2013
Juliet Nagle	Vice President	LFDEF representative	Retired Educator Reading Tutor LFDCS	2 nd term 1/2006 – 8/2012
Wendy Estrella, Esq.	Clerk	Parent representative	Attorney, Estrella Law Office	2 nd term 6/2005-8/2011
Anne Hemmer	Treasurer	LFDEF representative	Vice President, DanversBank	1 st term 2/2010-8/2013
Raquel Bauman	Member	LFDEF representative	Facilitator, Ayer Public School Adjunct Instructor, Cambridge College	1 st term 2/2011-8/2014
Donna Bertolino	Member	LFDEF representative	Director of Academic Placement & Testing Services Northern Essex Community College	1 st term 2/2011-8/2014
Dolores Calaf	Member	LFDEF representative	Director of Programs La Alianza Hispana	1 st term 2/2011-8/2014
Analuz Garcia	Member	Parent representative	Enrollment Counselor, Northern Essex Community College	1 st term 4/2010-8/2013
Francisco Gómez	Member	Parent representative	Technical Support Info. Global Solutions	3 rd term 10/2002-8/2011
Zoila Gómez	Member	Parent representative	Attorney, Law Offices of Zoila Gómez	1 st term 12/2008-8/2011
Ana Matos	School Site Council Co-Chair	Parent representative	Home Visitor, Greater Lawrence Community Action Council	1 st term 10/2008-8/2011
Ilonka Mora	Member	Parent representative	Quality Control Clerk The Gem Group	1 st term 12/2010-8/2013
Henry Vargas	Member	Parent representative	Paraprofessional St. Anne’s School, Methuen, MA	1 st term 10/2009-8/2012

Financial Information

FY'2010-2011 (UNAUDITED) STATEMENT OF REVENUES AND EXPENDITURES

BALANCE SHEET

Revenue

Tuition	\$7,371,615
Grant Income	985,923
Food Services	310,947
Miscellaneous Income	<u>100,101</u>
Total Revenue	\$8,768,586

Expenditures

Salaries	\$4,520,911
Benefits & Payroll Taxes	940,622
Contracts & Fees	735,991
Office Expenses	279,848
Occupancy	1,148,089
School Supplies & Equipment	151,325
Professional Services	351,257
Food Services	260,567
Depreciation	68,612
Other	<u>48,409</u>
Total Expenditures	\$8,505,631

Total Revenue Over Expenditures \$262,955

Private Funds Received

LFDCS received \$74,514 in private funds during the 2010-2011 school year. The programs funded included: Summer School, After School, Math Mentoring, Class of 2011 Yearbook and student scholarships.

Assets

Cash & Equivalents	\$2,892,367
Accounts Receivable	238,442
Equipment-Net	<u>572,011</u>
Total Assets	\$3,702,820

Liabilities

Accounts Payable	\$15,042
Accrued Expenses Payable	124,092
Deferred Revenue	<u>38,160</u>
Total Liabilities	\$177,294

Total Net Assets \$3,525,526

**Total Liabilities
And Net Assets \$3,702,820**

Education Grants Received

Title 1 & Title 1 Support	\$403,027
Reading First	80,000
Title II-A	56,194
SPED 94-142	99,953
Title III - ESL	37,296
ARRA Title 1 Stimulus	146,557
ARRA IDEA Stimulus	<u>109,846</u>

Total Public Funds Received \$932,873

Capital Plan

In 2010, LFDSCS prepared a capital improvement plan in anticipation of the school's submitted plan for expansion of 200 more students throughout the course of the next ten years. In December of 2010, the Board of Education approved the school's application for expansion, and revised school expansion plans have been developed to comply with the Charter School Office's new requirements. Given that, the school's approval revisions have been made to the expansion project; however, the overall plan to address a controlled growth model remains as the focus of the capital plans. The school has contracted with Trident Project Advantage Group (A Project Management Company) who has worked with our school in its last building expansion. Trident also has extensive experience with public construction projects as well as both private and public school projects.

404 HAVERHILL STREET (K-1 AND FAMILY CENTER BUILDING)

1. Description of Project

- Renovate existing space for one classroom to accept an additional 20 K-1 students in September, 2011.
- Completely renovate existing Family Center for 8 classrooms. These renovated classrooms will house grades 4 & 5, freeing up classroom space in the Lower School (34 West Street, grades 1-4) and the Upper School (400 Haverhill Street, grades 6-8). The construction of the project is currently scheduled to start in June 2012 and be finished in September 2012. We will be also be adding a cafeteria to this building to feed grades 4 & 5 (to be started in the summer of 2012 and completed September 2012).

2. Current Status of Project

- Project Management company working on preconstruction and due diligence for phasing.
- Design and pricing being developed in preparation for public RFP. Estimated completion date - January 2012.

3. Estimated Schedule for Completion of Project

- Phase I: K-1 classroom – August 2011 – Cost: \$10K-15K
- Phase II: Renovation of space for 8 new classrooms and cafeteria – August 2013

4. **Current Estimated Cost of Project** - Current cost has changed due to public prevailing wage factors—anticipated cost for this project is approximately \$800,000.

5. **Project Financing** - LFDSCS plans to engage current lending institutions to help cover the cost of financing and use a portion of our current reserve account which is estimated at \$2.9 million.

6. **Capital Reserve Account** - Upon completion of public RFP, the school board will establish a capital reserve account that can adequately meet the needs of the project combined with new project financing.

34 WEST STREET, REAR (K-2 BUILDING)

1. **Description of Project** - Complete demolition of existing building and build new two-story Kindergarten Center for K-1 & K-2 students - Summer 2012

2. **Current Status of Project** - Design and pricing being developed in preparation for public RFP. Estimated completion for bidding - January 2012.

3. **Estimated Schedule for Completion of Project** - January 2013

4. **Current Estimated Cost of Project** - Current square footage design includes 9 classrooms, cafeteria, learning center, bathrooms and offices. Approximate square footage 9,800 for a total estimate of \$1.4 million. LFDSCS plans to engage current lending institutions to help cover the cost of financing and use a portion of our current reserve account which is estimated at \$3.1 million.

5. **Capital Reserve Account** - Upon completion of public RFP, the school board will establish a capital reserve account that can adequately meet the needs of the project combined with new project financing.

Building Improvements and Renovations

LFDSCS has a strong commitment in ensuring that our buildings are safe, supportive and a conducive environment for teaching and learning. Major renovations are being completed this summer to include a new roof on the Lower School campus and complete renovations of six bathrooms. In addition, bathroom updates are also scheduled for the Upper School campus as well as complete painting of all classrooms and hallways. New furniture for the Science Labs, Computer Lab, Library and Placement Office are being constructed to meet the demands of the new technology that was purchased through school stimulus money.

Current Status of Project: In Process

Estimated Schedule for Completion: August, 2011

Total Cost of Improvements & Renovation: Approximately \$102,000 using the school reserve account.

Dissemination

Part 1

LFDCS recognizes the responsibility to foster and disseminate best practices. LFDCS specifically seeks venues and audiences to describe the mission and practices of our school centered in an urban community where defining characteristics of poverty and barriers to achievement prevent many promising new educators from venturing within.

LFDCS has identified six strategies for student growth and proficiency that we see as indicators for success in an urban school. These practices were disseminated through internal (Teacher Preparation Program) and external (educator conferences) dissemination.

1. ***Intentional parent involvement***, understanding cultural and common factors and incorporating a broad range of education and family development.
2. ***Attention to language acquisition***, incorporating an academic dual-language program with training and strategies of Sheltered English Immersion and extensive attention to vocabulary development.
3. ***Teacher training, professional development*** through annual orientation, induction, focused curriculum knowledge and embedded professional development with in-class observation and follow up.
4. ***Understanding and incorporating data***, its use in lesson plans and individual student interactions, implementing RTI (Response to Intervention), carefully crafting proven strategies delivered by teacher and paraprofessional staff and specialists to ensure continuity and quality.
5. ***Setting goals for achievement by students and staff*** and supporting attainment by policies and resources.
6. ***Early education as readiness for academic success***, a required two-year structured program with academic and language focus.

Part II - Teacher Preparation

1. During 2010-11, LFDCS piloted a Teacher Preparation Program serving as a placement site for five graduate students from Merrimack College's School of Education. Each teaching fellow learned and taught in a full-year practicum under the mentoring of a veteran LFDCS teacher. Teaching Fellows were exposed to all aspects of teaching, planning, assessments and one-on-one support for students with an IEP. Teaching Fellows were fully immersed in an urban school with its needs and challenges and demonstrated successful teaching. All had full evening schedules in graduate school and earned a Master's in Education degree as well as Massachusetts certification. The school community at LFDCS benefitted greatly from their presence.
2. LFDCS is in conversation with higher education institutions to identify additional opportunities to be placement sites for undergraduate and graduate students and will present at two area schools of education in the 2011-12 school year, reaching educators with information and best practices as defined above.
3. LFDCS is in the planning stages with the Office for Educator Policy and Preparation to become a sponsor of an on-site educator preparation program that will immerse applicants in classrooms where best practices are modeled daily as they earn certification in Elementary Education with ELL certification—a high need area for Massachusetts public schools.
4. LFDCS administration and teachers attended the National Model Schools Conference with intent to present in 2012, disseminating best practices to a national audience.

Friends and Funders

Abel, Rogers & Sullivan	El-Hefni Tech. Trng. Foundation	LFDEF, Inc.	Rogers' Spring Hill Farm
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Michael & Maureen Ecker	LFDCS School Site Council	Peter & Martha Rodriguez	Juan & Luis Yopez

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*Cover photo – “Opening Day” September 6, 2010 honoring Senator Susan Tucker
courtesy of Peter Kamberelis*

*Inside photo – Eighth Grade Graduation: June 17, 2011
courtesy of Peter Kamberelis*



Lawrence Family Development Charter School

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Lawrence, MA 01841**

Tel: (978) 738-0609 - Fax: (978) 738-0634

**Kindergarten – Grade 4: 34 West Street
Lawrence, MA 01841**

Tel: (978) 689-9863 - Fax: (978) 689-8133

**Grades 5 – 8: 400 Haverhill Street
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