

Cape Cod Lighthouse Charter School 2017 Annual Report



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Introduction to the School

Name of School <i>Cape Cod Lighthouse Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Harwich
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	252	Current Enrollment	243
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	180	Students on Waitlist	168
School Hours	8:40AM- 2:55PM	Age of School	22 years
<p>Mission Statement: Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure.</p> <p>We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons.</p> <p>Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.</p>			

Letter from the Chair of the Board of Trustees

Dear Friends,

I am honored to write this letter to accompany the 2016-2017 Cape Cod Lighthouse Charter School Annual Report. Year 22 has been another successful chapter in our school's exciting history.

All signs point to continued stellar performance at CCLCS. This year we had a strong, positive check in site visit from a DESE team, and we received a clean mid-cycle Coordinated Program Review. Parent, trustee and staff evaluations all point to an outstanding performance by the school's veteran Executive Director, and the end-of-year parent survey showed strong satisfaction with the school's programming. Demand for seats in the school remains strong, with 189 applicants for the 80 openings in 6th grade, and 168 students on the waiting list.

The school remains fiscally sound, as evidenced by a clean audit and continued facility upgrades. This year we completed the construction of the lower field, purchased a new replacement van, continued our aggressive replacement cycle for the rooftop HVAC units and upgraded our technology program so that there is a laptop available for each of our students. We implemented computer based MCAS 2.0 testing this year for the first time.

We are proud of the fact that our school remains committed to strong recruitment and retention practices in the access and equity categories. This year we met recruitment and retention goals in the special education, low income and English learner categories.

Our school staff remains committed to robust professional development and dissemination practices. This year staff worked with Kim Marshall to launch an ongoing effort to better articulate and coordinate the school's assessment practices. This year CCLCS staff presented at 5 national and 1 state-level conference.

Most importantly, student performance remains strong at our school. As you will see in this Annual Report, students at CCLCS continue to perform well on standardized tests and on internal assessments.

I look forward to another exciting year in 2017-2018. This will mark the last year of my board tenure, and I am excited to work with fellow Trustees to recruit new members to take part in this dynamic venture.

Sincerely Yours,
Carol E. Olson
Chairman, Board of Trustees

School Performance and Program Implementation

FAITHFULNESS TO THE CHARTER

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission and Key Design Elements

The school identified key design elements for the 2015 renewal. The following summarizes our progress with respect to these elements.

1.) CCLCS will provide students with rich project based learning experiences which cross disciplines and engage students with the larger community- PROJECT BASED LEARNING.

Curriculum and instruction at CCLCS continues to be punctuated by high quality project work. This year, staff used the project validation protocols to continue to develop and improve the school's projects. As detailed in the Accountability Plan section of this report, the school is on target to meet its goal of having a validated project attached to every major curriculum unit.

The following table summarizes the percentage of parents who agreed or strongly agreed that CCLCS maintains a challenging, hands-on curriculum and a rich project curriculum:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-3	2016-17
Challenging, hands on curriculum	79 (97)
Rich project curriculum	80 (97)

2.) CCLCS will continue to develop rigorous, curriculum- aligned performance-based methods of assessment that reach beyond traditional tests across all grades and disciplines- ALTERNATIVE ASSESSMENTS.

CCLCS continues to lead the way in developing high quality performance assessments as part of the project rich curriculum. The Accountability Plan Appendix summarizes the percentage of students who performed above 75% on major project work. This year the Annual Report includes data on student performance on alternative assessments beyond the capstone projects that have been reported on in previous Annual Reports.

The following table summarizes the percentage of parents who agreed or strongly agreed that their students were learning a curriculum which prepared them for future success, and that CCLCS maintains high academic standards:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-2	2016-17
Curriculum for success	72 (98)
High academic standards	74 (96)

3.) CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks - TEACHING TO THE WHOLE CHILD.

CCLCS continues to provide a full curriculum that merges social/emotional development together with cognitive and skills development. The following table summarizes a list of experiences designed to teach to the whole child.

PROGRAM	DESCRIPTION	GRADES
Project-based learning	High engagement, skill building	6,7,8
Nature's Classroom	Active learning in high interest topics, bonding, skill and character building	6
Archaeological Dig	High interest, active learning, bonding	7
High Ropes Course	Personal, group challenge, bonding	7
White Mt Field Trip	Personal, group challenge, skill and character building	8
Sea Camps	Whole community bonding, interpersonal skill building	6,7,8
Seminars	High engagement, student choice, internal and external community building	6,7,8
Interscholastic Sports	Skill and character building, sportsmanship, community	6,7,8
Portvisory Program	Goal setting, character building, growth reflections	6,7,8
Mindfulness Training/ Practice	Interpersonal growth	6,7,8
Gettysburg Field Trip	Bonding, skill and character development	8
Student clubs	Bonding, skill and character development	6,7,8

PROGRAM	DESCRIPTION	GRADES
“Stronger Together” Alliance	Interpersonal growth	6,7,8
Lunch groups	Bonding, social skills development	6,7,8

The following table summarizes the percentage of parents who agreed or strongly agreed that they and their children felt welcome, that their child was valued and that they felt safe at and going to and from school during the last five school years:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-1	2016-17
Felt welcome	82 (98)
Child valued	75 (96)
Felt safe	76 (97)

4.) CCLCS will maintain governance systems that nurture and revolve around teacher leadership- TEACHER-LED SCHOOL.

Teacher leadership is integrated into the governance fabric of our school. Teachers write curriculum, do strategic planning, create student schedules, participate in decisions about student programs, and administrators teach classes. This year we met the goal of 100% staff participation in governance-related committees.

5.) CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications- COMMUNITY PARTNERS.

CCLCS continues to nurture local and global community partnerships through curriculum initiatives.

The following table summarizes the percentage of parents who agreed or strongly agreed that the CCLCS curriculum provides valuable experiences with local resource partners, maintains a strong focus on the Cape Cod environment and teaches about global issues:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-4	2016-17
Resource partners	67 (94)
Cape Cod environment	75 (96)
Global focus	81 (97)

The final table shows the percentage of parents who agreed or strongly agreed that they were satisfied with their child’s education:

For all parent surveys, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table S-5	2016-17
Satisfied with education	87 (98)

Amendments to the Charter

None

Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
“Ancient Art, Artifacts & Daily Life” project	National Council for History Education National Conference	7th grade social studies teacher	Curriculum	Conference attendees	Curriculum unit
Navigating reading disabilities in an inclusion classroom	International Dyslexia Ass’n Annual Conference	Speech Pathologist, 8th grade social studies teacher	Supports for diverse learners	Conference attendees	Resource package
“Fostering Citizenship: Engaging Students in a Town Meeting Project”	National Council for Social Studies conference	8th grade social studies teacher	Curriculum	Conference attendees	Curriculum unit

Implementing Project based Learning	DESE Dissemination Fair	Executive Director	Mission and Key Design Elements	Conference attendees	Resource package
"Making Waves"	MA Ass'n of Science Teachers	6th grade teacher	Curriculum	Conference attendees	Curriculum unit
"What's a CER and Why do I Need One"	NSTA	6th grade teacher	Instruction	Conference attendees	Resource package

SUCCESS OF THE ACADEMIC PROGRAM

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

CCLCS remains an academically successful school, as summarized in the data below.

The CCLCS report card link is: <http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04320530&fycode=2016&orgtypecode=6&>

Student performance on internal benchmark assessment was strong during the 2016-17 school year, as seen in the Accountability Plan summary.

Program Delivery

There were no major changes to the school's curriculum, instructional model, assessment methods or supports for diverse learners this past school year. Minor changes included:

- completing the transition to Common Core curriculum in ELA and math, and to NGSS in science.
- beginning a thorough review of school assessment practices to ensure that all classes meet the school objectives in this area.

Social, Emotional and Health Needs

There were no changes to the school's disciplinary systems, or in its service delivery designed to meet students' social, emotional and health needs. CCLCS maintains a full

time nurse, a full time school psychologist and a full time speech pathologist, who work together with teachers and administrators to maintain a strong school climate.

ORGANIZATIONAL VIABILITY

Charter School Performance Criteria Relating to Organizational Viability

Organizational Structure of the School

There were no changes to the organizational structure of the school during the 20156-17 school year.

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Paul Niles, Executive Director	Full time school leader, supports CCLCS educational mission, ensures DESE compliance, chief executive and financial officer, works closely with Board, faculty, parents, students	9/1/95	
Catherine O'Leary, Associate Director	Full time, assists director, oversees curriculum development, teacher evaluation, and works closely with faculty, parents students	7/1/13	
Jen Hyora-Williams, Special Education Coordinator	Contractual. Oversees Special Education program ensures compliance with state and federal laws	9/1/05	

Teacher Evaluation

CCLCS uses a modified version of the Massachusetts Model System of Educator Evaluation. CCLCS' philosophy on teacher evaluation is grounded in the belief that assessment should act to improve practice, promote pupil learning, and support the teacher as a lifelong learner. An assessment of professional expertise and dedication to the field is not limited to classroom time, but must also include the hours of work that a teacher devotes to advancing their own knowledge, the work of acting as a liaison between family and school, development of curriculum and instruction, and the myriad of other demands that are part of the life of a CCLCS teacher.

Evaluation Process:

1. Teacher Self Assessment (aligned to MA DESE teacher rubric)

2. SMART goal creation (Professional Practice, Instructional Techniques, Curriculum Design)
3. Professionalism Checklist
4. Unannounced classroom observations
5. Announced classroom observations
6. Evidence collection
7. Internal PD days
8. Exit Interview

Evaluation Timeline:

Time/Month

Task

September & October

Meet w/ assigned teachers to do:

- self assessment (aligned to MA DESE teacher rubric)
- discuss/create SMART goals (after reviewing accountability goals)

If any teacher has a goal to validate a project, they should submit project to you - we can compile a list of projects for our All Staff PD days

- distribute ppwk for first PD day

September - January

- walk thrus - using both unannounced & announced template in TeachPoint (Cath to create)

October & November

- PD #1 date & proposal should be submitted by teacher (ppwk needs to be completed before & after PD day)

January

Meet w/ assigned teachers to discuss:

- Professionalism Checklist
- PD #1
- establish goals for PD #2, #3
- review SMART goals and identify any possible evidence towards these (teachers should use template - to be created by Cath - to explain and justify evidence)
- any concerns

January & February

- PD #2 date & proposal should be submitted by teacher (ppwk needs to be completed before & after PD day)

April & May

- PD #3 date & proposal should be submitted by teacher (ppwk needs to be completed before & after PD day)

January - June

- walk thrus - using both unannounced & announce template in TeachPoint

May & June

Meet w/ assigned teachers to discuss:

- Professionalism Checklist
- PD #2 & #3
- review SMART goals and gather all evidence (a total of 9) towards these (housed in teacher binders)
- any concerns

BUDGET AND FINANCE

The Cape Cod Lighthouse Charter School Profit & Loss July 2016 through June 2017

		<u>Jul '16 - Jun 17</u>
Ordinary Income/Expense		
Income		
In-Kind	\$	21,601.70
Inkind Revenue - MTRS		634,151.00
Grant - Foundation		27,030.00
School Lunch Program-Revenue		26,338.73
School Lunch Program-MA Portion		517.50
School Lunch Program-Fed Portion		11,570.06
Operating Income		
Rental Income		2,800.00
Income - Summer Program		14,975.00
Income - Per Pupil Tuition		3,542,489.00
Income - Bank Interest		2,482.45
Income - Miscellaneous		<u>14,815.71</u>
Total Operating Income		3,577,562.16
Grants Income		
Private Grant Income		5,500.00
Grants - Government		<u>68,095.00</u>
Total Grants Income		<u>73,595.00</u>

Total Income	4,372,366.15
Gross Profit	4,372,366.15
Expense	
Direct Student Costs	147,320.26
Occupancy	95,235.10
Office	35,911.46
Personnel	2,936,717.00
Other Expenses	
Other	16,759.36
Enrichments	55,573.31
Depreciation Expense	66,733.25
Total Other Expenses	<u>139,065.92</u>
Total Expense	<u>3,354,249.74</u>
Net Ordinary Income	<u>1,018,116.41</u>
Other Income/Expense	
Other Expense	
In-Kind Expense	15,563.70
Inkind Expenses-MTRS	634,151.00
School Lunch Program	39,712.33
Accounting Fees	19,802.00
Other	5,092.57
I Interest Exp - Long Term Loan	254,814.15
US Treasury Interest Subsidy	<u>(119,508.72)</u>
Total Other Expense	<u>849,627.03</u>
Net Other Income/Expense	<u>(849,627.03)</u>
Net Income	<u>\$ 168,489.38</u>

Unaudited

11:23 AM
07/31/17
Accrual Basis

The Cape Cod Lighthouse Charter School
Balance Sheet
As of June 30, 2017

ASSETS

Current Assets

Checking/Savings	1,636,065.31
Accounts Receivable	11,290.42
Other Current Assets	
US Treasury Int Receivable	24,095.00
Prepaid Expenses	1,762.00
Prepaid Insurance	<u>20,516.00</u>
Total Other Current Assets	<u>46,373.00</u>

Total Current Assets 1,693,728.73

Fixed Assets (Net) 4,832,079.89

TOTAL ASSETS

6,525,808.62

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable	100,672.82
Other Current Liabilities	320,876.91

Long Term Liabilities

Eastern Bank-Mass Dev Qual Sch	997,706.63
NFF Loan	179,276.17
Harwich Cinema Loan	<u>2,415,346.05</u>

T Total Long Term Liabilities 3,592,328.85

Total Liabilities 4,013,878.58

Equity

Fund balance - Plant Fund	289,517.50
Fund Balance - Operating Fund	159,294.00
Retained Earnings	1,894,629.16
Net Income	168,489.38

Total Equity 2,511,930.04

TOTAL LIABILITIES & EQUITY

6,525,808.62

Unaudited

Approved School Budget 2017-18

Cape Cod Lighthouse Charter School	
17-18 Operating Budget	
Operating Income	
Per Pupil Tuition	3,491,938
Summer Program	10,000
Bank Interest	500
Total Operating Income	3,502,438
Grant Income	
Government	60,000
Private	5,000
Total Grant Income	65,000
Total Income	3,567,438
Personnel	
Salaries	2,554,055
Professional Development	17,500
Payroll Tax (Employer Exp)	76,622
Employee Benefits	370,000
Total Personnel	3,018,177
Direct Student Costs	
Computer-Internet Access	3,150
Computer Software	3,050
Computer Supplies and Repairs	3,050
Consultants-Special Programs	1,500
Insurance Expense	40,000
Instructional Equipment	1,450
Physical Education Expense	4,100
Team Sports Expense	5,100
Nursing Supplies	650
Seminar Expense	2,100
Special Needs	29,000

English Language Learners	615
Textbooks and Supplies	20,000
Transportation Costs	5,000
Total Direct Student Costs	118,765
Occupancy	
Maintenance	23,000
Alarm Service Fees	1,550
Auxiliary Site Rent	510
Custodial Outside Services	19,000
Mortgage Interest	126,000
Utilities	42,000
Total Occupancy	212,060
Office Expenses	
Accounting Fees	20,000
Legal Fees	5,000
Bank Charges	200
Equipment Lease and Maintenance	8,000
Office Supplies and Expense	18,000
Payroll Service Fees	4,000
Postage and Shipping	3,000
Printing Expense	1,500
Admissions	3,500
Telephone Expense	4,000
Total Office Expenses	67,200
Other Expenses	
Dues and Subscriptions	9,000
Enrichments	70,000
Technology Fund	30,000
Grounds Maintenance	5,000
Snow Plow and Sanding	10,000
Capital Purchase Fund	25,000
Strategic Plan	2,000
Total Other Expenses	151,000
Total Expenses	3,567,202

Capital Plan for FY17-18

1. Replacement of 1 HVAC unit:
 - \$22,000 FY 2017/18
2. Computer purchases: \$10,000 this fiscal year for replacement cycle
3. Van Purchases: \$30,000 FY 2017/18

Appendix A
Accountability Plan Evidence 2016-17

Faithfulness to Charter
Accountability Plan Objectives and Measures

Faithfulness to Charter

*Add rows as necessary

	2016-17 Performance (Met/Partially Met/ Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCLCS will provide students with rich project based learning experiences which cross disciplines and engage students with the larger community- PROJECT BASED LEARNING		

Measure: By the end of this charter term, each CCLCS science, ELA, social studies, world language and Exploratory teacher will develop a high quality project to accompany each major curriculum unit.	Partially met	We continued to develop and validate projects, and are on target to meet this goal by the end of the charter term
Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of providing rich project based learning experiences.	Met	96% satisfaction rate
Objective: CCLCS will continue to develop rigorous, curriculum- aligned performance-based methods of assessment that reach beyond traditional tests across all grades and disciplines- ALTERNATIVE ASSESSMENTS		
Measure: Each year, ninety percent or more of CCLCS students will score above seventy five percent on each validated high quality project in ELA, social studies, world language and Exploratory classes, as measured by the individual project rubrics developed as part of the project validation process.	Partially met	Met in 22 projects across all grades, although not all of the projects have been validated.
	2016-17 Performance (Met/Partially Met/ Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks - TEACHING TO THE WHOLE CHILD		
Measure: Ninety percent of CCLCS students will participate in multiple annual field trips designed to foster character and internal community development.	Met	Eleven major field trips averaged 96% participation rate.
Measure: By graduation, ninety percent of CCLCS students will participate in a service learning seminar during their tenure at the school.	Not met	All graduating 8th graders participated in service projects during their CCLCS tenure, fewer than 90% did so through the seminar program.
Measure: By graduation, ninety percent of CCLCS students will participate in an environmental learning seminar during their tenure at the school.	Not met	All graduating 8th graders participated in service projects during their CCLCS tenure, fewer than 90% did so through the seminar program.
Measure: Ninety percent of families who respond to an annual CCLCS survey will express satisfaction with the school's practice of teaching to "the whole child."	Met	97% of families expressed satisfaction on survey questions relating to CCLCS' teaching to the "whole child."
Objective: CCLCS will maintain governance systems that nurture and revolve around teacher leadership- TEACHER-LED SCHOOL.		
Measure: One hundred percent of CCLCS teaching staff will participate on at least one school governance committee in the course of every school year.	Met	Board minutes indicate that teacher representatives attended 100% of CCLCS Board meetings.
Measure: One hundred percent of school administrators will teach at least one regularly scheduled class each school year.	Met	The Executive Director taught eight 8th grade science classes /week, the Associate Director taught 3 term long seminars, and the Special Education Director taught a year long technology/study skills class and a term long seminar.

Measure: By the third year of this charter period, ninety percent of school teaching staff will maintain proficiency or show annual growth in the School Leadership performance section of the school's Teacher Evaluation Rubric.	Not met	Details of the rubric are still in development, with an amended goal of achieving this by the end of the charter term.
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Academic Program Success (if applicable)

	2016-17 Performance (Met/Partially Met/ Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications- COMMUNITY PARTNERS.		
Measure: Ninety percent of CCLCS families who respond to an end of the survey will express satisfaction with the quality of the school's partnerships.	Met	97% of families expressed satisfaction with global partnerships, and 94% with local partnerships

Dissemination

	2016-17 Performance (Met/Partially Met/ Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Teachers from CCLCS will make national and regional presentations annually to share Project Based Learning exemplars.		
Measure: At least one teacher from the CCLCS staff will make a presentation at a regional or national conference each year.	Met	5 staff made 5 national presentations and 1 state level presentation
Objective: Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.		
Measure: CCLCS teachers will publish at least one article or book per year in order to share curriculum exemplars.	Not met	

Appendix B
Recruitment and Retention Plan 2017-18

RECRUITMENT

Recruitment Plan –Strategies	
	List strategies for recruitment activities for <u>each</u> demographic group.

<p>(a) CHART data</p> <p>School percentage: 13.2% GNT percentage: 12.4% CI percentage: 12.5%</p> <p>The school is <u>above</u> GNT percentages and above CI percentages</p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Check in annually with the Massachusetts Federation for Children with Special Needs to discuss strategies for increasing the school’s visibility within families of children with special needs. 2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs. 3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs. 4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights. 5. Assure that all applicants receive a hard copy or links to the “Special Education in Charter Schools Right to Attend” document. 6. Assure that students with special needs participate in pre-enrollment Open House activities.
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p style="text-align: center;">N/A</p>
	<p>Limited English-proficient students/English learner</p>
<p>(a) CHART data</p> <p>School percentage: .8% GNT percentage: .6% CI percentage: 1.3%</p> <p>The school is <u>above</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Convene annual meetings of the ELL Recruitment Committee with staff and Board members. 2. Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies 3. Meet as needed with Brazilian cultural leaders to introduce them to our school and its services. 4. Advertise in magazines targeted to the local Portuguese community. 5. Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College. 6. Work with Portuguese cultural leaders to distribute a brochure targeting the local ELL community. 7. Conduct a free soccer clinic on our new soccer field targeted towards the Brazilian immigrant community.
	<p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p>
	<p>Students eligible for free or reduced lunch (Low Income/ Economically Disadvantaged)</p>

<p>(a) CHART data</p> <p>School percentage: 14.4%</p> <p>GNT percentage:</p> <p>CI percentage: 18.7</p> <p>The school is below CI percentages</p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod. 2. Place applications and recruitment materials at local Food Banks. 3. Place applications and recruitment materials at local homeless shelters. 4. Convene annual meetings of the transportation committee to examine ways to help low income families get to and from school. <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>The school remains below CI percentages, but the number of students in this category has increased by 23% over the last 2 years, so we believe we would be meeting GNT if that were available.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Provide school promotional materials to local tutoring companies. 2. Use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students. 3. Complete annual review and revision of recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials. 2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Annually review and revise Open House Power Point to assure that it is stressing the school’s desire to serve the full spectrum of academic achievers. 2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.

RETENTION

Overall Student Retention Goal	
Annual goal for student retention (percentage):	90%
Retention Plan –Strategies List strategies for retention activities for each demographic group.	<p>Overall and specific retention strategies were met this year. Overall, the school retained 96.9% of students, including retaining 96.2% of students with disabilities, and 100% of limited English-proficient and low income learners.</p>
	Special education students/students with disabilities
<p><u>(a) CHART data</u></p> <p>School percentage: 3.8% Third Quartile: 9.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with special needs. 3. Provide high quality professional development for classroom teachers on issues specific to students with special needs. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide summer social events to maintain the connection between students and the school. <hr/> <p style="text-align: center;">2017-2018 Additional Strategy(ies), if needed</p> <p style="text-align: center;">N/A</p>
	Limited English-proficient students/English learners
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 2%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication. 2. Provide flexible meeting hours for families of students with limited English proficiency. 3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency. 4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs. 5. Provide services in native languages for families of students with limited English proficiency. <hr/> <p style="text-align: center;">2017-2018 Additional Strategy(ies), if needed</p> <p style="text-align: center;">N/A</p>

	<p align="center">Students eligible for free or reduced lunch (low income/economically disadvantaged)</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 0% Third Quartile: 9.9%</p> <p>The school is below third quartile percentages.</p>	<p align="center">(b) 2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch. 2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch. 3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch. 4. Provide free, donated musical instruments for students who qualify for free or reduced lunch. 5. Provide scholarships for school sponsored summer camp for students eligible for free or reduced lunch in order to keep them connected to the school in summer. <hr/> <p align="center">2017-2018 Additional Strategy(ies), if needed</p> <p align="center">N/A</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient 2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation. 3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.
<p><u>Students at risk of dropping out of school</u></p>	<p align="center">2017-2017 Strategies</p> <ol style="list-style-type: none"> 1. Review records of incoming students to identify students at increased risk of dropping out of school. 2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.
<p><u>Students who have dropped out of school</u></p>	<p align="center">2017-2018 Strategies</p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p align="center">2017-2018 Strategies</p> <ol style="list-style-type: none"> 1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs. 2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category. 3. Create Student Success Plans for students in this category.

Appendix C

School and Student Data Tables

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	3	1.2
Asian	3	1.2
Hispanic	11	4.5
Native American	0	0
White	213	87.7
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	13	5.3
Special education	32	13.2
Limited English proficient	2	0.8
Economically Disadvantaged	35	14.4

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	0	0	
Other Staff	9	0	2	Retirement

BOARD MEMBERS FOR THE 2016-17 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Carol Olson	Chair	Finance Cmte, Personnel Policies Cmte	2	7/12-6/15, 7/15-7/18
Frank Smith	Vice Chair	Strategic Planning Cmte	2	7/12-6/15, 7/15- 7/18

Paul Niles	Executive Director	Finance Cmte, Strategic Planning Cmte, Nominating Cmte, Facilities Cmte, ELL Recruitment Cmte	2	3/11-
Julie Donnan	Faculty Rep	None	2	8/15-6/17
Challis Crema	Faculty Rep	None	2	8/15-6/17
Lori Smith	Trustee	None	1	8/15-6/18
Jennifer Whitely	Trustee	None	1	8/15-6/18
Marjorie Cook	Secretary	None	2	7/13-6/16, 7/16-6/19
Michael Marten	Treasurer	Facilities Cmte, Finance Cmte Chair	2	7/12-6/15, 7/15-7/18
Jim McAuliffe	Trustee	Personnel Policies Cmte	1	8/15-6/18
Deborah Kimball	Trustee	Personnel Policies Cmte	1	8/15-6/18
Paul Starobin	Trustee	ELL Recruitment Cmte	2	7/13-6/16, 8/16-
Karen Whitney	Trustee	Personnel Policies Cmte	1	8/15-6/18

* Add additional rows as necessary

Appendix D

Additional Required Information

Key Leadership Changes: The leadership team remains unchanged from the 2014-2015 school year.

Position	Name
Board of Trustees Chairperson	Carol Olson
Charter School Leader	Paul Niles
Assistant Charter School Leader	Catherine O'Leary
Special Education Director	Jen Hyora-Williams
MCAS Test Coordinator	Catherine O'Leary
SIMS Coordinator	Melinda LaMothe
English Language Learner Director	Jen Hyora-Williams

Facilities - Our school campus remains in East Harwich.

Enrollment

Action	Date(s)
Student Application Deadline	February 8, 2017
Lottery	February 15, 2017

Conditions- None

