

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	15	26	41
K	22	20	42
1	25	19	44
2	22	22	44
3	26	17	43
4	16	25	41
5	13	24	37
6	16	20	36
7	18	14	32
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	173	187	360

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 94 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 1%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2017	320
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. English Language Learners (ELL) in the school: 29%
106 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Bantu, Haitian Creole, Vietnamese

7. Students eligible for free/reduced-priced meals: 49%
Total number students who qualify: 178

8. Students receiving special education services: 9 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>1</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	7
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	36
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The school strives to address the unique learning styles and special characteristics of each child to cooperatively work to make learning individualized, active, and well-balanced.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Each year, families submit applications to be a part of our lottery. The lottery is then run to create wait lists by grade level and students are offered a spot if/when one is available.

PART III – SUMMARY

The Community Day Charter Public Schools (CDCPS) network was founded by nonprofit Community Day Care Center of Lawrence, Inc. (d.b.a. The Community Group) 24 years ago (in the first cohort of charter schools in the state). TCG has operated child care centers, training for child care providers, and multiple forms of family and child programming since 1970 in the Lawrence area. Lawrence is a challenged city with high poverty and its associated problems. Lawrence remains a city of immigrants (with a nearly 40% immigrant population), it still holds the promise of a “gateway city.” University of Massachusetts Lowell Professor Robert Farrant notes in his report, *City of Possibilities*: “Today, the nearly 75 percent Latino city grapples with 15 percent unemployment and the lowest median house-hold income in Massachusetts. That figure was \$31,631 in 2010, compared with Holyoke, \$31,948, Springfield, \$34,628, and Chelsea, \$40,497.” In this environment, the Community Day Charter Public School model has been recognized over several years for its design and for the academic results of its students. In January 2016, CDCPS received the National Title 1 Distinguished School award from the Massachusetts Department of Elementary and Secondary Education. CDCPS was recognized again when the US Department of Education awarded only seven Charter School exemplary collaboration grants to support collaboration between public charter schools and traditional public schools and school districts. In a city where poverty has closed opportunities for young people, CDCPS has closed the achievement gap and its graduates routinely attend top public, independent, and parochial high schools.

The Community Day Charter Public School- Webster was founded in 2012, starting with K1- 1 grade levels, and growing a grade level each successive year, with next year (FY ‘19-’20) the final addition of grade 8. Our student demographics (96.3% Hispanic, 80% first language not English) reflect a school population drawn entirely from Lawrence, a city with substantial numbers of low-income and immigrant families facing significant economic and life challenges. We believe that all students can achieve academic success and we are committed to giving students the time and support they need to meet challenging learning standards. The school provides a regular eight hour school day for students (8 AM- 4 PM) that is longer than most public schools. After-school programs offered throughout the school year, vacation week’s Lift-Up Academy and a month-long summer program each July give students additional learning time and access to enrichment experiences that are the norm in more affluent communities.

We hire educators with strong academic backgrounds and a commitment to working in a highly collaborative environment with a shared belief all students can achieve. Our K1- Grade 7 school with 360 students is organized into smaller grade-level groups (Early Learning/ K-Grade 1; Lower School/ Grades 2-4; and Upper School/ Grades 5-8- adding grade 8 in the academic year of 2019-2020 for total school population of 400 students), each managed by a Head of School and a teaching team composed of classroom, English Language, special education, and academic specialist teachers. Teachers are provided with the resources and supports necessary to ensure that high-quality academic programs, aligned to the Common Core and state learning standards, are implemented to meet the diverse range of student learning needs present in every classroom. Students benefit from having two teachers in the classroom on a regular basis. A co-teaching model in Kindergarten 1-Grade 2, three-person teaching teams across two classrooms for Grades 3-6, and grade 7 and 8 with a departmentalized model with one core-subject teacher, and use of extra support teachers where needed for differentiation in the classroom. Students’ progress in relation to grade-level learning standards is continuously monitored; instructional interventions based on student’s assessment results are implemented by teachers who collaborate extensively and share responsibility for each student’s achievement.

Parents, teachers, and school leaders work collaboratively to plan and implement activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in the school. CDCPS educators have developed relationships with public and private high schools, local philanthropists and scholarship organizations to ensure that families have access to school and financial assistance information necessary to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide a smooth transition from grade 8 to high school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

ELA curriculum consists of standards-based, thematic units, with a core text and other thematically-aligned texts representing a variety of genres. For Grades K-1 students work with Core Knowledge Language Arts curriculum, focusing on listening and learning skills and the ability to read with code-based skills and development of schema. As students progress to ELA for grades 2-8, students engage in thematic units characterized by a shift to meaning-based skills to develop vocabulary, comprehension, and synthesis of ideas to write in response to text. Students are engaged daily in close reading strategies and habits of discussion and have culminating activities that link ELA themes across math, science, and social studies. The three-tier instructional Response to Intervention (RTI) model used to teach reading also is frequently and effectively used by teachers in all grades and subjects in order to ensure that students are given the scaffolding they need in order to succeed. Formative assessment drives the understanding of student needs for independent practice, review, and re-teaching. There is a balance of students' exposure and work with grade-level text during the core blocks and targeted, leveled support during intervention and guided reading blocks. Benchmark assessments and other progress-monitoring activities are continually utilized to determine interventions or differentiated small groups during core block, and needs for separate intervention or after school support sessions.

1b. Mathematics:

Mathematics follows the scope and sequence as outlined by the Massachusetts state standards. For grades K1- grade 1, students utilize enVisions textbook series that is aligned to the key domains for each grade level as outlined by standards. For grades 2-8, the scope and sequence consists of standards-based, domain units that incorporate problem-based learning activities to promote perseverance and the deeper understanding of math as outlined by the Common Core and required for success in high school. Units focus on key vocabulary, strategies, manipulatives, and associated visuals to support all learners in the steps for solving problems. Classes include habits of discussion, with students sharing work to unpack methods for solutions, and writing in response to math. There is a focus on real-life applications, including STEM connections. To mirror expectations for completing end-of-year state assessments on computer, Edulastic technology program is utilized within class for constructed response, independent practice, and assessments for real-time formative assessment of work as well as data analysis to create an RTI response for students in need of supports through use of small group instruction. In addition, supplementary support includes individualized work for each student K-4 with ST Math program. Spatial-Temporal (ST) Math is a visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving through an online application. The program deeply engages, motivates, and challenges students toward higher achievement and is accessible for students of all language abilities. Benchmark assessments and other progress-monitoring activities are continually utilized to determine adjustments to curriculum, interventions or small groups during core block, and needs for separate intervention or after school support blocks.

1c. Science:

Science for grades K1- 3 is incorporated during theme time, allowing for cross-curricular work and schema building with ELA. Instruction is standards-based, focusing on exploration and investigation to foster a foundation of curiosity and basic understanding for the ensuing grade levels. For grades 4-8, science is standards-based focused around the domains of physical science, earth science, life science, and technology. The standards are in bands for grades 3-5 and for grades 6-8, so careful alignment of topics for these grade levels is done by veteran teachers. There are key topics for each grade level, as well as the use of benchmarks and real-time assessments and data analysis in grades 5 and 8 (when there are end of the year assessments) to adjust curriculum, strategies, and targeted groupings to maximize student progress. Hands-on activities and experiments are the foundation of inquiry-based lessons designed to promote scientific

discovery and deeper understanding. The school has recently partnered through a state grant with Project Lead the Way, a national science curriculum that provides middle school science programs with curriculum materials and in person training to teach innovative Next Generation-aligned units of study. This has included our sixth grade to learn design concepts, build computer-based design skills, and create a final project where students apply their design knowledge to build a prototype of a therapeutic toy for a child with cerebral palsy.

1d. Social studies/history/civic learning and engagement

Social studies for K1-2 is done during theme time, alternated throughout the year with science units. Topics and skills for K1- K include building a foundation for living, learning and working together, and leadership, cooperation, unity, and diversity. Grades 2-4 work with global geography, Massachusetts, and North American Geography and Peoples within thematic activities. For grades 5-8 students follow standards-aligned units of study, which include for grade 5 United States History through Civil War, grade 6 and 7 World Geography and Ancient Civilizations, and grade 8 US Government and Civic Life. Units strive to address understanding of diverse people, historical events and their significance to today, and cause and effect of events throughout time. Many of the ELA thematic units incorporate social studies standards. For example the grade 3 novel study of Deborah Sampson: Secret Soldier incorporates study of the Revolutionary War, Massachusetts history, the development of our state and national government, and the discussion of Deborah's right as a woman to participate.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

For K1 our students utilize the curriculum series of Core Knowledge Language Arts, as does kindergarten and grade 1, with the focus on listening and learning skills and the ability to read with code-based skills and development of schema through thematic units. This allows for phonics, vocabulary, fluency, and comprehension for grades 2 and 3 students to transition from basic comprehension in reading to synthesize ideas for development of written response to text. Our school continues to focus, as an academic initiative, on early literacy K1-3 and works, in concert with state-standards, to have scaffolded skills and content taught along with thematic units to enrich a child's schema.

2. Other Curriculum Areas:

CDCPS- Webster offers in addition to the core subjects a variety of other classes to support all students with a strong foundation for success across all curricular areas as they go to the next step of high school. All students participate in physical education classes two days a week. These classes are standards-based, offering a wide-variety of activities from basic fitness, team sports, to healthy living. There is an emphasis on cooperative play and learning, and promotion of physical wellness to support learning across all subjects. In addition to the physical education classes, students beginning in grade 5 in the Upper School have the opportunity to participate in after-school sports programs including Cross Country, Intramural Flag Football, Basketball, and Ultimate Frisbee with strategic planning for additional soccer and intramural spring basketball the upcoming school year.

As another way to promote physical activity and wellness, the school has participated with Appalachian Mountain Club's Youth Opportunities Program to make the outdoors accessible and meaningful to urban youth. Upper school students are part of network groups that participate in outings that include day hiking, overnight camping, and winter snowshoeing. School staff members will participate this summer in the Outdoor Leadership Training that prepares youth workers to lead these trips throughout the school year to provide yet another opportunity to promote health and wellness.

The School offers Spanish classes for all students. Students in grades K1 - 4 have classes two days a week, and for Upper School, classes expand to three sessions weekly, focusing on language acquisition through

speaking, writing, reading, and listening. The classes also include inter-disciplinary units, such as a unit with the novel *Wonder*, where students perform reader's theater in conjunction with the grade 4 ELA class unit. The year culminates with a day of cultural celebration of art, dance, poetry, music, and writing where families come in to view student projects and presentations across the school grade levels.

Students incorporate the arts through various activities and projects. For each grade level there are ELA culminating projects which include tasks related to performance, drawing, and other creative tasks. Several after school activities include drawing, music, and performance. Students at grade 3 can also be a part of a violin program, provided by Community Strings organization. This involves lessons during the school day, after school, and community performances at Christmas and Spring Events.

Technology is fully integrated in the classroom through class chrome books, iPads, and document cameras across all grade levels. Students in grades 3-8 participate during interventions once a week with direct keyboarding instruction with programs such as Keyboarding without Tears. Classrooms utilize online, cloud-based resources to enable group collaboration and product creation in cooperative classroom groups and at home. Technology is utilized in many different formats. In the ELA classrooms students utilize for writing: google docs, authentic research, simulation/video observation, read along with audio books, RAZ kids for reading intervention and creation of culminating projects. As well in math technology is integrated in the curriculum for independent practice and math intervention. Across all core subjects, assessments are given online with real-time data analysis. Use of technology for instructional and assessment task items mirrors computer-based end of year state assessments and allows for the promotion of 21st century skills for students as they transition to high school.

In the Upper grades health and character education is a weekly component, with a 30 minute classroom meeting dedicated to the themes such as developing hygienic routines, community service-planning, developing positive relationships, and anti-bullying education. In addition, the seventh grade class works with a series of topics such as interview preparation and professionalism as they look to the secondary school process. For the lower school, character education is addressed weekly through a word of the week, such as "responsibility", "perseverance", or "courteous." The given word is discussed within each classroom, and teachers highlight during the week students who model behavior for the designated word. This culminates in a weekly assembly where students receive recognition for behavior that epitomizes the word of the week. For the Early Learning Center, students discuss being good citizens along with behavior through the term, "Filling the Bucket", which classrooms discuss daily.

3. Special Populations:

Team-level meetings that include all teachers are scheduled frequently in order to discuss the progress of specific students. Personal Educational Goals (PEGs) provide an individualized "road map" to meet the needs of every CDCPS student. In addition, frequent data review and action planning meetings are held so that teachers can communicate about each student's progress and craft a plan to continue meeting the needs of all students in every classroom. Finally, all teachers who work with any student with an Individual Education Program (IEP) give input for the student's IEP meeting.

The three-tier instructional Response to Intervention (RTI) model used to teach reading also is frequently and effectively used by teachers in all grades and subjects in order to ensure that students are given the scaffolding they need in order to succeed. Formative assessment drives the understanding of student needs for independent practice, review, and re-teaching. Our eight-hour school day allows extra time for additional support as needed. We also offer several other time extensions to support students who need more time to learn before and after school.

The co-teaching and inclusion models, in addition to our extensive use of data, allow teachers to differentiate lessons based on students' strengths and needs. Teachers are expected to use small-group instruction on a regular basis. Resources, including the school's flexible use of staffing and space, allow small-group instruction to take place frequently. Small-group instruction helps to meet the needs of all students, but particularly benefits students whose IEPs include small-group instruction as an accommodation. This differentiation is also utilized to support and drive progress for students achieving

mastery of content and beyond. Differentiated groups and work packets foster exploration, extensions, and high-level problem-solving and analysis to continue to drive the progression of skills of these learners.

In-class accommodations are made for all students whenever possible in order to maintain momentum and focus throughout lessons and class activities. Examples include seating adjustments, movement breaks, additional time on task, varied book levels, audio books, and the provision of different manipulatives or other tools based on what best helps individual students learn a given concept. Students with special needs receive accommodations based on their IEPs. While most instruction for students with IEPs is delivered in the regular education classroom via the inclusion model, some specialized programs are used to meet individual needs during both intervention times in the classroom as well as during specialized pull-out sessions.

To meet the needs of English language learners, emphasis on English vocabulary acquisition is a key element in all classrooms, including pre-teaching vocabulary strategies, key visuals and word walls, and through curriculum design to promote understanding of Tier II vocabulary. Graphic organizers are used throughout grades and subjects to support students' understanding of vocabulary and important concepts. Students learning English are placed in general education classrooms modified to provide effective sheltered English instruction. All reading, writing and subject matter is taught in English by teachers trained to help students develop the speaking, reading, and writing skills of English. Teachers, paraprofessionals and learning specialists work together to support English proficiency and provide extra help for students having difficulty meeting the learning standards for their grade, including instructional support and counseling in the native language when necessary.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school has well-established policies that help to maintain a physically safe environment for students and staff. The schools' code of conduct, developed by parents, teachers, board members and administrators, clearly states that every student, teacher, administrator and parent has a right to be treated with courtesy and respect at all times. During orientation teacher training, teachers engage in training and discussion for relationship building among all stakeholders to form meaningful connections for communication and learning. In addition staff receives training for key policies and steps to ensure a physically and emotionally safe environment. School leaders and teachers work to integrate character development lessons within the classroom to promote acceptance of differences, respect for others, and strategies to prevent any bullying in and out of the classroom. For the Upper School grades there is a community service program where students learn that they are a part of a school, city, and world community in which they should be cognizant of giving back. Activities have included peer lessons across the grade levels to promote character, a walk-a-thon raising over \$6000 for the Essex County Community Foundation for the victims of the Lawrence Gas Disaster, city and state Earth Day cleanups, and support for local organization of Neighbors in Need for food distribution during Thanksgiving and Christmas. In addition, there are opportunities for older grade levels to serve as leaders for younger grade levels during school activities such as field day or transition tours across buildings.

Whether they arrive by bus, on foot or in the family car, children are greeted by teachers and Heads of Schools each morning. Every teacher takes responsibility for supervising all students, whether or not the students are assigned to his/her classroom. There is a collective ownership and responsibility shared by staff to promote a safe, respectful environment. There is little tolerance for breaches of civility throughout the schools and consequences for misbehavior are consistently applied. The respectful environment is further reinforced by the uniform dress code, which was established by parents in the earliest days of the CDCPS. School-wide character development lessons also impact the school environment in a positive way, helping students in every grade discover the meaning of citizenship and civic duty. Each school has a designation to promote celebration of good choices and good character, including the Early Learning Center's Filling the Bucket, Lower School's Spartan Spirit Award, and Upper School My Responsibility Award.

Teachers are a key piece for creating and fostering the overall culture of the school. Beyond policies and training to ensure safety and respect, teacher input is an ongoing source of formative information to inform school programming decisions, school-wide initiatives, extra-curricular activities, and parent-school activities. Teachers annually give feedback for any suggestions for change for the upcoming year for all facets of the school, from vertical and horizontal alignment committees, suggestions for changes to curriculum units, or refinement of operational systems of the day to day running of the school. Additionally, teachers receive frequent individual check-ins with Heads of School for job-embedded coaching and a place for questions and concerns. Within the classroom, Heads of School, network curriculum advisors, and fellow mentor coaches support, through real-time coaching and academic teaching, small groups, for all levels of students. The school strives to have teachers have an active voice as well as feel supported professionally and emotionally.

2. Engaging Families and Community:

A crucial element to the success of CDCPS is engaging our parents as partners and having a strong working relationship. Our parent organizations provide a structure that supports collaborations with faculty that contribute to a rich and culturally diverse learning environment. The Parent Advisory Board (PAB) and the Parent Advisory Council (PAC) each follow a regular monthly schedule of evening meetings open to all parents and community members. Translation to Spanish and child care are provided at all meetings. Monthly calendars (published in English and Spanish) of parent and family activities, such as meetings, workshops and family events, are published throughout the year. The CDCPS News, the school newsletter is published three times a year in English and Spanish and is distributed and posted to school website. A

number of activities take place during the school year. Annually, parents attend our Fall School Picnic and Winter Potluck. These events provide opportunities for uniform swaps, fundraising for school activities and supplies, and a time for parents, staff, and students to celebrate together outside of school hours. Annual Culture Days are held for parents to participate in student performance or displays of art, dance, poetry, and other projects that celebrate Spanish-speaking cultures. Other events include art auctions, movie nights for fundraisers, and annual weekend Charter School Cup basketball tournament for families and community. There is consistent and full (100%) participation in parent/teacher conferences. Teachers utilized reading logs to generate discussions about books, and created a communication tool with parents to confirm students' reading progress at home. Parents have also been a part of literacy night bingo and annual "book tastings" to promote school-home connections for the joy of reading. Many parents attended monthly Dad's Breakfasts that encouraged parents to come visit their children's classrooms. Parents attended workshops including A Day in the Life of a First Grader, Helping Your Child with Homework, Summer Camp Opportunities for Children, and High School Placement Fair. School leaders have developed relationships with public and private high schools, local philanthropists and scholarship organizations to ensure that families have access to school and financial assistance information necessary to consider a full range of secondary school options (comprehensive public high schools, regional vocational-technical high schools, independent private high schools) and to provide the smooth transition from grade 8 to high school.

3. Professional Development:

The professional development program is designed to develop and retain highly qualified administrators, teachers, and assistant teachers. Annual professional development plans are aligned to school goals. The support and resources to implement these plans are provided to the fullest extent possible for each year of employment. Prior to the start of each new school year, all administrators, teachers, and assistant teachers participate in an intensive, multi-week professional development institute and orientation that includes a focus on modeling, practice, and real-time coaching. Presenters and coaches, including experienced CDCPS teachers and network curriculum advisors, address topics that include standards-aligned curriculum strategies and double-planning, assessing student performance through questioning, individualizing instruction to meet student learning needs, developing culture of classroom, and second language learning and teaching. Guided by the growth mindset for our students and teachers, the school continually strives to improve practices. To help teachers refine their skills, after initial trainings and workshops, there is job-embedded coaching throughout the year. This method involves coaches observing, modeling, and providing real-time, constructive feedback. The coaching focuses on specific practices that are differentiated based on the teacher skill-level and need. Throughout the year faculty and leaders participate in ongoing professional development activities to increase their content knowledge, enhance pedagogical skills, and meet the needs of all learners. These activities can also include: peer observations, visits to other schools; in-house trainings by qualified experts; and workshops and conferences sponsored by the Massachusetts Department of Elementary and Secondary Education.

4. School Leadership:

CDCPS- Webster has a well-functioning organizational structure supported by clearly defined roles for staff, administration and board. CDCPS attributes its success in providing for the unique learning needs of each student to its innovative organizational design involving three levels: the Early Learning Center, the Lower School, and the Upper School. Each level has a Head of School and an Operations Manager. Staff and faculty roles are clearly defined and used to set goals on which personnel are evaluated. Less experienced teachers are teamed with more experienced teachers; more experienced teachers are given opportunities to provide leadership by participating in mentoring or training activities. The Executive Director provides supervision to the Deputy Executive Director for Academics (grades 2- 8) and Supervisor of Early Education (grade K-1, K, and grade 1), who oversee the Heads of School. The Deputy Executive Director for Academics oversees all academic matters (curriculum, assessment, instruction, parent involvement, professional development, and student services). Operations Managers for each level report to their Head of School. The Deputy Executive Director of Schools for Operations links the school to the TCG central office, and supports the IT and finance functions, bus transportation, and the school's nutrition program. The board sets general policy for the school including setting and reviewing academic goals. The

board also reviews and evaluates TCG management relative to all aspects of the school's accountability plan. Managerial decision making is well understood because it is systematic – there are regular meetings, review of key data, and activities associated with responding to real-time information about student and family needs. Much of CDCPS decision making is collaborative and driven by the Executive Director of TCG along with the Deputy Executive Directors and Heads of Schools.

The school's leadership program supports a robust and effective career ladder. The school promotes a career ladder for its employees both to improve and retain excellent staff and to disseminate best practices throughout the network and in public education generally. Teachers who participate in the leadership opportunities described above can be promoted to Head of School in Training and then Head of School. The network received generous foundation funding to support its Leadership Training Institute that includes a week long summer orientation followed by real-time coaching and weekly support for job-embedded training.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

CDCPS leaders often say that we are “always under construction.” We have several systems that ensure that the school is continually evaluating, modifying, and improving its academic program. Data is widely used throughout the schools. Curriculum Advisors, Heads of Schools, and teachers work together to analyze data relative to student achievement. MCAS scores and benchmark test results are used to measure the effectiveness of classroom teaching relative to specific academic goals. Follow up team meetings propose modifications to instruction in the form of action plans based on data. Best practices of teachers are shared throughout the school and teachers often assume leadership positions relative to specific areas of the curriculum.

The school’s leadership team carefully reviews MCAS results for all grades and subjects. In addition, network and school leaders grade and discuss results of periodic benchmark and progress-monitoring assessments. Data reports reflect critical information about teachers’ previous and current students, and show student performance at the school, grade, class, and individual student levels. Action steps are determined that can include modifications to instruction, student groupings for differentiation and support, pacing of instruction, and updates for a calendar of objectives for new units of study balanced with spiral review opportunities. Decisions ranging from staffing assignments to classroom schedules to curriculum purchases are made as a response to academic data. In particular, this use of data has afforded real-time adjustments and differentiation to support sub-groups of EL and Special Needs populations.

In addition, a veteran faculty member serves as the school’s assessment and accountability director to support implementation of the benchmark tests developed to provide teachers with a more frequent assessment of student progress in relation to learning standards in grades 3-8. In October, classroom teachers, Heads of Schools, and learning specialists meet in teams to analyze the previous years’ MCAS data reports and fall benchmark test results (English and math for grades 3-8, and science for grades 5 and 8) and they create an action plan for every class based on students’ learning needs. Benchmark assessments will be administered 2-3 additional times during the school year. The tests are then scored by school heads and the results are returned to teachers within 48 hours so that they can immediately review, update action plans, and implement adjustments to curriculum, lesson plans, and units. There is a continual cycle of improvement using data to inform instruction.