

# Cape Cod Lighthouse Charter School 2018 Annual Report



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July 30, 2018

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## Introduction to the School

<b>Name of School</b> <i>Cape Cod Lighthouse Charter School</i>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	<b>Commonwealth</b>	<b>Location</b>	<b>Harwich</b>
<b>Regional or Non-Regional?</b>	Regional	<b>Districts in Region</b> (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	252	<b>Current Enrollment</b>	243
<b>Chartered Grade Span</b>	6-8	<b>Current Grade Span</b>	6-8
<b># of Instructional Days per school year</b>	180	<b>Students on Waitlist</b>	168
<b>School Hours</b>	8:40AM- 2:55PM	<b>Age of School</b>	23 years
<p><b>Mission Statement:</b> 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 pleased to report that the 2017-2018 school year was another strong one at the Cape Cod Lighthouse Charter School.

Family surveys completed at the end of the school year show that parents and kids love our school, with satisfaction rates in the high nineties for most school programs. Parent, trustee and staff evaluations all point to an outstanding performance by the school's veteran Executive Director. Demand for seats in the school remains strong, with over 200 applicants for the 81 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. 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 active professional development and dissemination practices. This year staff continued work on 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.

Term limits dictate that this is my last year on the CCLCS Board. I was delighted to be a part of the unanimous vote to bring in a strong slate of experienced officers for the coming year's Board, and I have no doubt that the school will continue to thrive moving forward.

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

# School Performance and Program Implementation

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## 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.

<b>Table S-1</b>	<b>2017-18</b>
Challenging, hands on curriculum	83 (100)
Rich project curriculum	88 (100)

#### **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.

<b>Table S-2</b>	2017-18
Curriculum for success	72 (99)
High academic standards	79 (99)

**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.

**Table S-3**

<b>PROGRAM</b>	<b>DESCRIPTION</b>	<b>GRADES</b>
Project-rich 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

<b>PROGRAM</b>	<b>DESCRIPTION</b>	<b>GRADES</b>
“Stronger Together” Alliance	Interpersonal growth	6,7,8
Lunch groups	Bonding, social skills development	6,7,8
Fenway Park STEM trip	Bonding, skill development	7
Canobie Lake Park trip	Bonding, personal challenge	7

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.

<b>Table S-4</b>	<b>2017-18</b>
Felt welcome	87 (97)
Child valued	72 (95)
Felt safe	82 (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.

<b>Table S-5</b>	<b>2017-18</b>
Resource partners	75 (96)
Cape Cod environment	85 (99)
Global focus	87 (99)

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.

<b>Table S-6</b>	2017-18
Satisfied with education	83 (99)

## Amendments to the Charter

None

## Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria that best aligns to the shared best practice (choose from the drop down menu)</b>	<b>With whom did the school disseminate its best practices? (Partners and Locations)</b>	<b>Result of dissemination</b> (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.)

“Strategies, Strategies, Strategies” for literacy initiatives in the inclusive classroom	Association for Middle Level Education Annual Conference	8th grade social studies teacher, Speech and Language pathologist, 6th grade English Language Arts teacher	presenting at professional conference	Conference attendees	Resource package
“The Power of Choice”, fostering reading choice in the middle school classroom	Association for Middle Level Education Annual Conference	6th grade ELA teacher	presenting at professional conference	Conference attendees	Resource package
“Walk to Water”, an interdisciplinary ELA/ social studies project	National Council for Social Studies conference	6th grade social studies, ELA teachers	presenting at professional conference	Conference attendees	Curriculum unit
“How do current events jeopardize preservation of history and heritage?”	National Council for Social Studies conference	7th grade social studies teacher	presenting at professional conference	Conference attendees	Resource package

“CCLCS Portvisory Program”	New England League of Middle Schools	6th grade teacher	presenting at professional conference	Conference attendees	Resource package
“Teaching History Through Material Culture”	Association for Middle Level Education Regional Conference	6th grade teacher	presenting at professional conference	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 2017-18 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:

- minor adjustments based on review of changes to ELA and Math Frameworks
- continued review of school assessment practices to ensure that all classes meet the school objectives in this area
- eliminated homogeneous math groupings for 8th grade pre-Algebra classes. Maintained 8th grade Algebra course

#### **Social, Emotional and Health Needs**

**There were no changes** to the school’s disciplinary systems. The school improved its service delivery designed to meet students’ social, emotional and health needs by contracting with Gosnold Services to employ a certified counselor, who worked with students one day per week. 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 2017-18 school year.

<b>ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date</b> (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 (as administrator) 9/1/08 (as teacher)	
Jen Hyora, 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 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 self assessment & accountability goals)

***September - January***

- classroom walk thrus (announced and unannounced)

***October & November***

- PD #1 date & proposal submission

***January***

Meet w/ teachers to discuss:

- Professionalism Checklist
- PD #1
- establish goals for PD #2, #3
- review SMART goals and identify any possible evidence towards these
- any concerns

***January & February***

- PD #2 date & proposal submission

***April & May***

- PD #3 date & proposal submission

***January - June***

- classroom walk thrus (announced and unannounced)

## *May & June*

Meet w/ teachers to discuss:

- Professionalism Checklist
- PD #2 & #3
- review SMART goals and gather all evidence (a total of 9)
- any concerns
- Exit Interview

## **BUDGET AND FINANCE**

### **Profit & Loss** July 2017 through June 2018

Jul '17 - Jun 18	
<b>Ordinary Income/Expense</b>	
<b>Income</b>	
4007 · School Lunch Program-Revenue	20,565.73
4008 · School Lunch Program-MA Portion	451.02
4009 · School Lunch Program-Fed Portio	12,259.05
<b>Operating Income</b>	
4005 · Rental Income	3,200.00
4010 · Income - Summer Program	16,875.00
4011 · Income - Per Pupil Tuition	3,622,604.00
4012 · Income - Bank Interest	2,966.35
4013 · Income - Miscellaneous	7,475.36
<b>Total Operating Income</b>	<b>3,653,120.71</b>
<b>Grants Income</b>	
4200 · Grant - Foundation	28,256.00
Private Grant Income	1,000.00
<b>Grants - Government</b>	
4016 · Current Yr	66,187.00
<b>Total Grants - Government</b>	<b>66,187.00</b>
Grants Income - Other	-750.00
<b>Total Grants Income</b>	<b>94,693.00</b>
<b>Total Income</b>	<b>3,781,089.51</b>
<b>Gross Profit</b>	<b>3,781,089.51</b>
<b>Expense</b>	
<b>Direct Student Costs</b>	

Computer - Maintenance Fee	3,463.75
5000 · Computer - Internet Access	240.89
5001 · Computer Supplies & Repairs	25,400.30
5002 · Insurance Expense	42,434.81
5003 · Instructional Equipment	1,653.79
5005 · Physical Education Expense	1,308.88
5006 · Team Sports Expense	8,277.75
5007 · Nursing Supplies	567.48
5008 · Seminar Expense	1,756.29
5009 · Special Needs	36,507.49
5011 · Textbooks and Supplies	21,672.04
<b>Transportation Costs</b>	
5012 · Vehicle Gas	1,558.06
5013 · Vehicle Repairs & Maintenance	3,532.67
<b>Total Transportation Costs</b>	5,090.73
<b>Total Direct Student Costs</b>	148,374.20
<b>Occupancy</b>	
50145 · Snow Removal	6,530.00
5014 · Maintenance - Furniture & Fixtu	5,686.61
5017 · Custodial Outside Services	18,882.00
5018 · Maintenance - Building	14,182.83
5019 · Maintenance Site Supplies	7,058.14
5020 · Rent	0.00
5021 · Rubbish Removal	4,553.95
<b>Utilities</b>	
Water	588.20
5022 · Electric	30,664.28
Gas	9,170.68
<b>Total Utilities</b>	40,423.16
<b>Total Occupancy</b>	97,316.69
<b>Office</b>	
Bank Charges	43.00
<b>Equipment Lease,Repair &amp; Maint.</b>	
5023 · Copier	4,464.42
<b>Total Equipment Lease,Repair &amp; Maint.</b>	4,464.42
5025 · Office Supplies and Expense	19,623.23
5026 · Payroll Service Fees	3,416.06
5027 · Postage and Shipping	2,644.74
5028 · Printing Expense	592.22
5029 · Admissions	1,429.00
5030 · Telephone Expense	4,763.36
<b>Total Office</b>	36,976.03
<b>Personnel</b>	

Salaries	2,598,720.36
Professional Development	17,372.81
Payroll Taxes	71,339.07
Health Insurance	306,135.71
Employee Benefits	56,049.07
<b>Total Personnel</b>	<b>3,049,617.02</b>
<b>Other Expenses</b>	
5059 · Art Spark Grant	782.51
5060 · Enrichments	47,219.64
5061 · Yearbook	-608.86
5063 · Dues and Subscriptions	9,544.87
5064 · Fees and Licenses	1,000.00
5065 · Legal Fees	8,000.00
5066 · Recruitment	858.81
5067 · School Function	5,253.97
6000 · Depreciation Expense	141,555.00
<b>Total Other Expenses</b>	<b>213,605.94</b>
<b>Total Expense</b>	<b>3,545,889.88</b>
<b>Net Ordinary Income</b>	<b>235,199.63</b>
<b>Other Income/Expense</b>	
<b>Other Expense</b>	
5069 · School Lunch Program	33,698.27
5070 · Summer Enrichment Program	5,967.27
5071 · Capital Purchases - Current Year	0.00
5073 · Payroll Clearing	0.00
5074 · Accounting Fees	18,508.00
5900 · Suspense	0.00
5950 · Interest Exp - Long Term Loan	240,053.53
5960 · US Treasury Interest Subsidy	-111,417.34
<b>Total Other Expense</b>	<b>186,809.73</b>
<b>Net Other Income</b>	<b>-186,809.73</b>
<b>Net Income</b>	<b>48,389.90</b>

## BALANCE SHEET

June 30, 2018

### ASSETS

#### Current Assets

Checking/Savings


1009 · Treasury Direct Acct	43.00
1000 · CC5 Summer Acct	6,108.90
1001 · CC5 Student Activity Acct	11,959.99
1002 · CC5-School Lunch	3,242.47
1003 · CC5-Operating Depository Acct	1,237,725.31
1004 · CC5 Grants Account	160,466.29
1005 · CC5-Operating Vendor Acct	38,153.04
1020 · CC5-Capital Account	25,650.47
1052 · Eastern Bank-Debt Service Acct	37,968.25
<b>Total Checking/Savings</b>	<b>1,521,317.72</b>
<b>Accounts Receivable</b>	
Advance	399.80
1100 · Federal Grant Receivable	59,233.00
<b>Total Accounts Receivable</b>	<b>59,632.80</b>
<b>Other Current Assets</b>	
PayPal Receivable	1,745.95
1102 · US Treasury Int Receivable	20,244.16
Miscellaneous Recievable	3,518.94
1200 · Prepaid Expenses	7,649.00
<b>Total Other Current Assets</b>	<b>33,158.05</b>
<b>Total Current Assets</b>	<b>1,614,108.57</b>
<b>Fixed Assets Net of Depreciation</b>	<b>4,649,194.89</b>
<b>TOTAL ASSETS</b>	<b>6,263,303.46</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2006 · Accounts Payable	92,686.35
<b>Total Accounts Payable</b>	<b>92,686.35</b>
<b>Other Current Liabilities</b>	
Union Dues Payable	1,354.00
2201 · Interest Payable	35,421.00
Prepaid Summer Camp	4,557.50
Garnish Payable	225.00
2004 · Payroll Taxes Payable	-322.45
2007 · Mass. Teachers Retire. Payable	17,240.16
2001 · 403(b) Annuities	7,583.76
2005 · Accrued Expenses - Other	247,049.00
<b>Total Other Current Liabilities</b>	<b>313,107.97</b>
<b>Total Current Liabilities</b>	<b>405,794.32</b>
<b>Long Term Liabilities</b>	
2880 · Eastern Bank-Mass Dev Qual Sch	948,054.24

2890 · NFF Loan	100,013.34
2900 · Harwich Cinema Loan	2,320,789.56
<b>Total Long Term Liabilities</b>	<b>3,368,857.14</b>
<b>Total Liabilities</b>	<b>3,774,651.46</b>
<b>Equity</b>	
3002 · 3900 + Retained Earnings	20,559.41
3000 · Fund balance - Plant Fund	289,517.50
3001 · Fund Balance - Operating Fund	159,294.00
3900 · Retained Earnings	1,970,891.19
<b>Net Income</b>	<b>48,389.90</b>
<b>Total Equity</b>	<b>2,488,652.00</b>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>6,263,303.46</b>

## 2018-2019 OPERATING BUDGET

### *Operating Income*

Per Pupil Tuition 3,652,805  
 Summer Program 10,000  
Bank Interest 500  
 Total Operating Income 3,663,305

### *Grant Income*

Government 60,000  
Private 5,000  
 Total Grant Income 65,000

*Total Income 3,728,305*

### *Personnel*

Salaries 2,719,000  
 Professional Development 17,500  
 Payroll Tax (Employer Exp) 81,570  
Employee Benefits 360,000  
 Total Personnel 3,178,070

### *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 42,000  
 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 120,765

### ***Occupancy***

Maintenance 23,000  
Alarm Service Fees 1,550  
Auxiliary Site Rent 510  
Custodial Outside Services 19,000  
Mortgage Interest 120,000  
Utilities 42,000  
Total Occupancy 206,060

### ***Office Expenses***

Accounting Fees 20,000  
Legal Fees 8,000  
Counseling Services 3,000  
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 73,200

### ***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  
Total Other Expenses 149,000

Total Expenses 3,727,095

Net Income 1,210

# CAPITAL PLAN FOR FY2018-2019

- Replacement of HVAC unit 5- \$17,000
- Purchase 1 new van- \$30,000
- Parking lot drain work- \$5,000

## Appendix A

### Accountability Plan Evidence 2017-18

*Faithfulness to Charter  
Accountability Plan Objectives and Measures*

### Faithfulness to Charter

\*Add rows as necessary

	2017-18 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> CCLCS will provide students with rich project based learning experiences which cross disciplines and engage students with the larger community- PROJECT BASED LEARNING		
<b>Measure:</b> : 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	Validation schedules moving forward will allow us to meet this goal by the end of the charter term. The validation tool was refined during the 17/18 school year to include traditional assessments.
<b>Measure:</b> 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	88% Strongly Agree, 100% Agree
<b>Objective:</b> 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		

<b>Measure:</b> 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 17 assessments across all grades. Although student passing rates have met school targets, all of the assessments have not been validated. Our validation schedule moving forward should allow us to mee this goal by the end of the charter term.
	<b>2017-18 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
<b>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</b>		
<b>Measure:</b> 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 a 95.3% participation rate.
<b>Measure:</b> 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.
<b>Measure:</b> 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 environmental projects during their CCLCS tenure, fewer than 90% did so through the seminar program
<b>Measure:</b> 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	67% Strongly Agree 90% Agree
<b>Objective: CCLCS will maintain governance systems that nurture and revolve around teacher leadership- TEACHER-LED SCHOOL.</b>		
<b>Measure:</b> 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 and other school governance meetings.
<b>Measure:</b> 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 (.5 FTE), the Associate Director taught 3 term long seminars (.1 FTE), and the Special Education Director taught a year long technology/study skills class (.3 FTE).
<b>Measure:</b> 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	The rubric has been selected, and teachers will be assessed during the 2018-2019 school year.

**Academic Program Success (if applicable)**

	<b>2017-18 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence (include detailed evidence with supporting data or examples)</b>
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<b>Objective:</b> CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications- COMMUNITY PARTNERS.		
<b>Measure:</b> 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	Strongly Agree 87% Agree 99%

### Dissemination

	2017-18 Performance (Met/Partially Met/ Not Met)	Evidence (include detailed evidence with supporting data or examples)
<b>Objective:</b> Teachers from CCLCS will make national and regional presentations annually to share Project Based Learning exemplars.		
<b>Measure:</b> At least one teacher from the CCLCS staff will make a presentation at a regional or national conference each year.	Met	5 national presentations were given by 5 staff members 1 regional presentation (New England) was given by 1 staff member
<b>Objective:</b> Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.		
<b>Measure:</b> CCLCS teachers will publish at least one article or book per year in order to share curriculum exemplars.	Met	1 staff member published 1 article and 1 non-fiction reference book

## Appendix B

### Recruitment and Retention Plan 2017-18

### RECRUITMENT

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

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 13.6  <b>GNT percentage:</b> 12.7  <b>CI percentage:</b> 12.9</p> <p>The school is <u>above</u> GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Complete annual and continuous review of recruitment materials to assure that we prominently state our services for students with special needs.</li> <li>3. Continue to advertise on websites (example: Cape Cod Advocate) and in newsletters targeted towards families of children with special needs.</li> <li>4. Assure that Special education staff and representatives from the Special Education Parent Advisory Council attend all school information nights.</li> <li>5. Assure that all applicants receive a hard copy or links to the “Special Education in Charter Schools Right to Attend” document.</li> <li>6. Assure that students with special needs participate in pre-enrollment Open House activities.</li> </ol> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;">N/A</p>
	<b>Limited English-proficient students/English learner</b>
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 1.2  <b>GNT percentage:</b> 0.9  <b>CI percentage:</b> 1.5</p> <p>The school is <u>above</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Convene annual meetings of the ELL Recruitment Committee with staff and Board members.</li> <li>2. Meet as needed with leaders of Barnstable County Human Rights Commission to discuss ongoing recruitment strategies</li> <li>3. Meet as needed with Brazilian cultural leaders to introduce them to our school and its services.</li> <li>4. Advertise in magazines targeted to the local Portuguese community.</li> <li>5. Staff a recruitment table at the annual Multi-cultural fair at Cape Cod Community College.</li> <li>6. Work with Portuguese cultural leaders to distribute a brochure targeting the local ELL community.</li> <li>7. Conduct a free soccer clinic on our new soccer field targeted towards the Brazilian immigrant community.</li> </ol> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p>
	<b>Students eligible for free or reduced lunch (Low Income/ Economically Disadvantaged)</b>

<p><b>(a) CHART data</b></p> <p><b>School percentage: 19</b>  <b>GNT percentage: 14.1</b>  <b>CI percentage: 21.1</b></p> <p>The school is above GNT percentages and below CI percentages</p>	<p><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Place outreach materials at preschools serving low income families and at family outreach centers across Cape Cod.</li> <li>2. Place applications and recruitment materials at local Food Banks.</li> <li>3. Place applications and recruitment materials at local homeless shelters.</li> <li>4. Convene annual meetings of the transportation committee to examine ways to help low income families get to and from school.</li> </ol>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p>
<p><u>Students who are sub-proficient</u></p>	<p><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Provide school promotional materials to local tutoring companies.</li> <li>2. Use school communication vehicles to send out the Commissioner’s link discussing the importance of the recruitment of sub-proficient students.</li> <li>3. Complete annual review and revision of recruitment materials to be sure to stress the school’s strengths in teaching sub-proficient students.</li> </ol>
<p><u>Students at risk of dropping out of school</u></p>	<p><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Include testimonials from at-risk students who have found success at CCLCS in school promotional materials.</li> <li>2. Make promotional materials available to contacts we have developed with local agencies like DCF and local counselors.</li> </ol>
<p><u>Students who have dropped out of school</u></p>	<p><b>2018-2019 Strategies</b></p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Annually review and revise school recruitment material to ensure that practices are attractive to students across all equity categories lines.</li> </ol>

**RETENTION**

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90%

<b>Retention Plan –Strategies List strategies for retention activities for each demographic group.</b>	Overall and specific retention strategies were met this year. Overall, the school retained 93.3% of students, including retaining 95% of High Needs students, and 100% of limited English-proficient learners.
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	<b>Special education students/students with disabilities</b>
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<p><u>(a) CHART data</u></p> <p><b>School percentage: 4.8</b> <b>Third Quartile: 12.4</b></p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Employ full time learning specialists at each grade level to ensure strong service delivery and family communication.</li> <li>2. Provide flexible meeting hours for families of students with special needs.</li> <li>3. Provide high quality professional development for classroom teachers on issues specific to students with special needs.</li> <li>4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</li> <li>5. Provide summer social events to maintain the connection between students and the school.</li> </ol>
	<p style="text-align: center;"><b>2018-2019 Additional Strategy(ies), if needed</b></p> <p>N/A</p>

	<b>Limited English-proficient students/English learners</b>
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<p><u>(a) CHART data</u></p> <p><b>School percentage: 0</b> <b>Third Quartile: 11.8</b></p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Employ qualified personnel at each grade level to ensure strong service delivery and family communication.</li> <li>2. Provide flexible meeting hours for families of students with limited English proficiency.</li> <li>3. Provide high quality professional development for classroom teachers on issues specific to students with limited English proficiency.</li> <li>4. Provide telephone numbers and email addresses of all school personnel to promote communication with families of students with special needs.</li> <li>5. Provide services in native languages for families of students with limited English proficiency.</li> </ol>
	<p style="text-align: center;"><b>2018-2019 Additional Strategy(ies), if needed</b></p> <p>N/A</p>

	<b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b>
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage: 5.0</b> <b>Third Quartile: 11.7</b></p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Provide scholarships for fee-based field trips for families of students eligible for free or reduced lunch.</li> <li>2. Provide free rehabilitated computers to families of students eligible for free or reduced lunch.</li> <li>3. Provide before and after school extracurricular activities for students eligible for free or reduced lunch.</li> <li>4. Provide free, donated musical instruments for students who qualify for free or reduced lunch.</li> <li>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.</li> </ol> <hr/> <p style="text-align: center;"><b>2018-2019 Additional Strategy(ies), if needed</b></p> <p style="text-align: center;">N/A</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Create Student Success Plans addressing areas of remediation for students who are sub-proficient</li> <li>2. Provide before school, in-school and after school tutorial opportunities to address academic areas requiring remediation.</li> <li>3. Identify areas of learning strength and provide opportunities for students who are sub-proficient to excel in these areas.</li> </ol>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Review records of incoming students to identify students at increased risk of dropping out of school.</li> <li>2. The school psychologist will work with grade level teachers to create Student Success Plans for identified students.</li> </ol>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <p>As a school serving students in grade 6-8, this is not applicable to our school.</p>
<p style="text-align: center;"><b>OPTIONAL</b></p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>2018-2019 Strategies</b></p> <ol style="list-style-type: none"> <li>1. Review attendance, behavioral records and student grades to identify students who may not be identified for special programs.</li> <li>2. Convene monthly student services committee to identify and discuss strategies for students who may fit into this category.</li> <li>3. Create Student Success Plans for students in this category.</li> </ol>

## Appendix C

### School and Student Data Tables

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	7	2.9
Asian	2	0.8
Hispanic	10	4.1
Native American	0	0
White	209	86.4
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	14	5.8
Special education	33	13.6
Limited English proficient	3	1.2
Economically Disadvantaged	46	19

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	30	0	3	Retirement (2), Relocation (1)
Other Staff	9	0	0	

<b>BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR</b>				
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-
Sandra Hemeon-McMahon	Faculty Rep	None	1	8/17-6/19
Susannah Remillard	Faculty Rep	None	1	8/17-6/19
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 2017-2018 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
MCAS Test Coordinator	Catherine O'Leary
SIMS Coordinator	Melinda LaMothe
English Language Learner Director	Jen Hyora
School Business Official	Karen Scichilone
SIMS Contact	Melinda LaMothe

**Facilities** - Our school campus remains in East Harwich.

#### Enrollment

Action	Date(s)
Student Application Deadline	February 5, 2018
Lottery	February 7, 2018

**Conditions-** None

