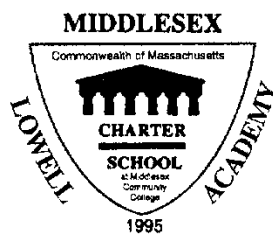


ANNUAL REPORT OF THE  
LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL



JULY 31, 2018

**Lowell Middlesex Academy Charter School (LMACS)**

Middlesex Community College

67 Middle Street • Lowell, MA 01852 • 978-656-3165

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LMACS is accredited by the New England Association of Schools and Colleges (NEASC)

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## Introduction to the School

<b>Lowell Middlesex Academy Charter School</b>			
<b>Type of Charter</b>	Commonwealth	<b>Location</b>	67 Middle Street Lowell, MA 01852
<b>Regional or Non-Regional?</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	
<b>Year Opened</b>	1995	<b>Year(s) Renewed</b> (if applicable)	2000, 2005, 2010, 2015
<b>Maximum Enrollment</b>	150	<b>Current Enrollment</b>	91
<b>Chartered Grade Span</b>	9-12	<b>Students on Waitlist</b>	0
<b># Instructional days per school year</b>	180	<b>Current Grade Span</b>	9-12
<b>School Hours</b>	M-Th. 8:30am – 3:00pm Friday 8:30am – 11:30am	<b>Age of School</b>	23
<b>Mission Statement</b>			
<p>The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.</p>			

# Faithfulness to Charter

## Charter School Performance Criteria Relating to Faithfulness to the Charter

### **School Mission Statement**

The mission of Lowell Middlesex Academy Charter School (LMACS) is to enable its students to achieve academic, social, and career success. This supportive school community identifies, encourages and develops interests and abilities, while acknowledging and respecting each student's personal and cultural identity.

### **Our Vision**

The curriculum of LMACS is built around a core of academic subject areas and is supplemented by required psycho-educational courses and groups. We require a school-to-work component, daily advising, and offer dual enrollment at Middlesex Community College. The LMACS curriculum and pedagogical approach reflects our small size and mission-driven culture. LMACS graduates will be able to:

- Read critically and analytically;
- Communicate effectively in writing and orally to a variety of audiences;
- Work in teams;
- Problem solve in a variety of circumstances;
- Use technology as a tool to gather, analyze and present information;
- Demonstrate a clear awareness of the rights and responsibilities of a community member;
- Demonstrate an understanding and knowledge of a career or educational option in order to develop a plan for the future.

LMACS is committed to the success of every student.

### **Educational Philosophy**

Lowell Middlesex Academy Charter School (LMACS) is a school model distinct from traditional high schools and “No Excuses” charter schools. LMACS caters to over-age students who leave their district high schools without a diploma. Sometimes misidentified as an alternative school, the mission of LMACS is broader than serving “at-risk” students. LMACS teachers are preparing students for college and for work. We are helping future citizens cope with difficult challenges in their personal lives as they learn to contribute to a democratic society. This is public education - not alternative schooling.

## Implementation of Mission and Key Design Elements

LMACS's Key Design Elements have been created with the goals and mission of the original charter, which are centered on academic, social and career success. More specifically, the KDE keep in mind the original objective to develop in each student the proper ways of thinking, learning, communicating and conducting oneself, as well as a broad range of skills and abilities necessary for a full, meaningful life as a citizen in contemporary society.

- To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education;
- To meet the school's mission of social success, LMACS will expand its strong social-emotional commitment to student health and well-being, and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society;
- To meet the school's mission of career success, LMACS will provide internships, research and service learning projects to provide students experiential -learning opportunities in order to create individuals who are career-ready.

LMACS was chartered to support high school dropouts to become graduates - and to do it quickly. Many students at LMACS say that this is the first time in their lives that a school-based adult believes they have potential, but the teachers at LMACS have to meet the students where they are - a complicated task. On one end of the spectrum, there are students who arrive at LMACS with nearly enough credits to graduate from high school but were never inspired to do so. On the other end are students who arrive at LMACS at a second-grade reading level and without knowledge of basic math skills. To achieve the school's mission, teachers ensure that each child has an advocate through an advisory program, and that students are prepared for future challenges. It is a school that defines success through emotional health and self-expression, as well as college readiness and test scores. The faculty holds students to high standards – standards that reflect academic achievement, progress towards 10 Ethical Values, and the ability to make a decision around educational and career options when they graduate. In order to support this mission, the school developed a school-wide academic and civic rubric for our learner expectations, approved by NEASC in 2005. This was revisited and revised as our Vision of the Graduate this spring as part of our NEASC reaccreditation process.

**ACADEMIC SUCCESS:** To meet the school's mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education.

LMACS continues to refine its academic curriculum to meet the needs of the current students. We shifted from the 6-course schedule to a schedule of 5 courses/ 1 Academic/Advising block format for the Winter trimester; this was to lessen the stress of handling a large course load, and to allow teachers more time to go deeper into the content.

LMACS continued its Professional Learning Community program for faculty. This program allows teachers to observe each other's classrooms and lessons with a focus on student engagement and higher order thinking. As part of our Professional Learning

Community, we are focused on how we clarify to students the goals of a lesson and how students will be assessed. This is an ongoing conversation we are having in our PLC groups, and we are working on how to ensure these are clearly communicated to our students. One of the driving forces behind implementing a Professional Learning Community (PLC) at LMACS was the desire to look at the learning happening across the school and identify both Best Practices as well as areas of development with regards to inquiry, problem-solving and higher order thinking

LMACS continued its Tutoring program, which is a partnership with Middlesex Community College and UMass Lowell. College student works with LMACS students during assigned class periods, tutoring them on content concepts, assisting students with developing and editing writing assignments, addressing difficult math concepts and helping those students who have been absent to understand topics as well as to complete assignments that have been missed. This is significant, as LMACS students often struggle with consistent attendance.

Our relationship with Middlesex Community College has been instrumental in accessing cultural events and speakers; we make every effort to attend these offerings as they relate to our curriculum. Additionally, LMACS students attended several performances at the Merrimack Repertory Theater. These trips enhance student learning and make them relevant to not only content within the classroom, but beyond the school walls. Students are encouraged through reflective activities to connect these experiences to their lives, learning and the world around them. We continued working with the Lowell National Park Active Trails Grant, which funded trips to the Minuteman National Park, Bunker Hill, and the USS Constitution. Additionally, we developed a partnership with the Lowell Telecommunications Corporation, Lowell's local cable station, which provided access to technology and support for our newly created Film It class.

In addition to course and events, every Friday, students use the LightSail online program to develop reading comprehension skills. This application assesses a student's Lexile score and then provides readings that scaffold skills; students have the freedom to choose from these high-interests texts and to monitor their progress. This encourages engagement while allowing students the opportunity to lead their learning.

**SOCIAL SUCCESS:** To meet the school's mission of social success, LMACS will expand its strong social-emotional commitment to student health and well-being and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society.

As many of our students face challenges outside of school that impact their ability to be successful in school, LMACS employs 3 full-time social workers (as well as a social work intern from Boston University) to work closely with students. All students are given a biopsychosocial evaluation at entrance, ensuring that the social work staff has an understanding of individual student needs. Students can self-refer or may be referred for regular counseling through teachers and faculty; they can access social workers on an as-needed basis. The Health & Wellness Team also developed several programs through the academic year: Parent Orientation, New Student Orientation, Back to School Orientation, Bullying Prevention, Substance Abuse Prevention, Support Group for graduating Seniors, weekly lunch support group, Job Search Strategies, and a Smoking/Vaping Prevention Program. In addition to

strong and challenging curriculum and in-house socioemotional support, courses are offered that address specific socioemotional topics. Integrated Art uses art therapy to explore identity, and Life Choices looks at important issues such as domestic/dating violence, family patterns and emotional well-being.

Additionally, our partnerships are invaluable in providing our students with the myriad of supports needed to develop successful students. During the 2017-2018 school year, LMACS continued its partnerships with several local schools and agencies, including the Lowell Police Department, Juvenile Court, Department of Social Services, Department of Youth Services, Lowell General Hospital and the Lowell Community Health Center. We continued our partnerships with the Center for Hope & Healing and Megan's House, and developed a new partnership with the Northeastern University Nursing Program. PhD candidates in the UMass Lowell Graduate Physical Therapy program presented weekly throughout the fall term to all LMACS students on a variety of health and wellness topics such as substance abuse, nutrition, exercise and meditation. These topics were identified by LMACS students as issues of concern and/or interest in their personal lives, and the graduate students created units that met these identified needs. This has proven to be an important and successful partnership – one that is both educational and engaging for our students. Boston University also continues to provide a valuable partnership; in addition to offering professional development for our social workers, as well as placing interns from their Social Work program at LMACS.

**CAREER SUCCESS:** To meet the school's mission of career success, LMACS will provide internships, research and service learning projects to provide students experiential -learning opportunities in order to create individuals who are career-ready.

Career and college education is built directly into our curriculum. We have developed a pipeline of career exploration courses, including LMACS Seminar, Career Connections, and Career Pathways. These classes closely examine post-secondary options, provide assistance with resume-writing, and require students to develop future plans. During senior year, students receive individual assistance with college and financial aid applications through mandatory senior classes. We also offer several courses, including Public Speaking and Presentations, that help students prepare for job interviews. One of our social workers conducts optional workshops on various career-related inquiries and skills during academic block. These opportunities, combined with collaborations with Middlesex Community College, the TJX Youth Business Institute, Junior Achievement and many local professionals, provide students with thorough college and career exposure, information, and guidance.

One of the strengths of our Career and College program is our participation in a TJX, Inc. program called *YBI...Youth Business Institute*. A ten-week program, YBI supports the schools' efforts to prepare students for college and career. TJX employees present workshops on finding and keeping a job, interviewing skills, resumes and cover letters, and other important work skills. Students participate in off-site activities, such as Dress for Success and Job Shadow Day. After successfully completing the program, TJX provides scholarships to students who matriculate into an accredited post-secondary school or college.

#### **Amendments to the Charter**

LMACS did not request any amendments to the Charter for the 2017-2018 school year.

## **Access and Equity**

As LMACS specifically serves students who are at-risk of dropping out or students who have already dropped out, LMACS consistently adapts to find the best ways to provide access to resources to assist students with the support needed to stay in school. As we are a small school, we make every effort to meet the needs of each individual student *where they are*, and we are fortunate that we can provide opportunities to address all aspects of a student's needs; unfortunately, as a small school, this also impacts the data, as a small number of students can greatly change the data from year to year. In an effort to reduce school suspension rates, we are developing a Mindfulness program to provide students with constructive ways to handle stress. Additionally, we have shifted the schedule to fewer courses per day and the curriculum to more co-taught classes, in order to provide more support for students in the classroom. The Health and Wellness team works closely with students to address any concerns before a situation rises to the level of suspension.



## Dissemination Efforts

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved?	Criteria	With whom did the school disseminate its best practices?	Result of dissemination
Curriculum development and instructional practices for diverse learners	Workshop	Melissa Chen, STEM Instructor Jacob Williams, STEM Instructor	Supports for Diverse Learners	Gulf of Maine Institute, Squam Lake Wilderness Center, Holderness, NH and Kennebunkport Conservation Trust, ME	Sea drifter program
Identifying and creating educational structures to meet the needs of youth struggling with addiction	Several meetings	Anne Monoxelos, Assistant Director Amy Hendl, Nurse	Social, Emotional, Health Needs	Megan's House, Lowell MA	Substance use prevention/programming
Improve access to treatment and reentry into school/diploma program	Monthly meetings	Amy Hendl, Nurse	Social, Emotional, Health Needs	Substance Use and Prevention Task Force	Meeting agendas and notes
Including the parents in the LMACS community to encourage parental involvement	Parent Orientations	Tracy David, Social Worker	Family Engagement	Parents of incoming LMACS students	Orientation materials
Identifying strategies schools could implement to better meet the needs of at-risk students.	Tours	Daroth Yann, STEM Instructor and Recruitment Coordinator	Mission and Key Design Elements	Teachers, Administrators of local schools	Brochures Description of programs and services
Identifying strengths and areas of development in planning and assessing education programs	Planning committees Assessment committees	Daroth Yann, STEM Instructor  Anne Monoxelos, Assistant Director	Assessment and Program Evaluation	NEASC planning meetings	Meeting agendas
Identifying strategies schools could implement to better meet the needs of at-risk students.	Meetings	Alba Kuilan-Lambo, Social Worker  Tracy David, Social Worker	Supports for Diverse Learners	Department of Children and Families	Meeting agendas and notes

# Academic Program Success

## Charter School Performance Criteria Relating to Academic Program Success

### Accountability Plan Objectives and Measures

- See Appendix A

### Student Performance:

For MCAS data see Lowell Middlesex Academy Charter School Report Card:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580000&orgtypecode=5&>

**Program Delivery: If applicable, describe any changes (implemented in the 2017-2018 school year) made to the school's curriculum, instructional model, assessment methods, and/or supports for diverse learners.**

As the needs of our student population are ever-changing, we continue to evolve our program to better serve our students. We changed to a 5-class daily schedule; this allows for Academic Block, a 42- minute period in the middle of the school day that provides students with in-school time to work closely with teachers and tutors on coursework. A considerable change to the program delivery this year was a change in the attendance policy. As we are focused on career preparation as part of our mission, we firmly believe that showing up on time and ready to participate is a crucial skill; prior to this academic year, students were permitted 6 absences per trimester before they would not receive credit for a course. However, we found that students would stop attending once they went over the allowed number of absences. Data showed that students may have earned a passing grade but not received credit because of absences. As a faculty, we decided to change the policy so that students would receive credit if they passed, regardless of absences. Preliminary data shows that the attendance trends followed the same patterns of the previous five years, despite this change. We are continuing with this new policy for another year and will reevaluate then.

Fridays are half-days, allowing for extended and enrichment activities in two classes per week, with an additional check-in time for students and instructors. Each Friday morning, students rotate through their course schedule for 10 minutes in each course, during which time instructors either sign off the student's agenda or note which assignments were still unfinished. This allows for frequent and regular communication between student and instructor, as well as provides the student's advisor greater insight into the student's progress. This progress is communicated to the parent or Designated Adult bi-weekly. Fridays also allow the opportunity for guest speakers, weekly health and wellness programs and additional tutoring, as well as Ethical Value presentations by Advising groups, and special recognitions for student success.

LMACS continues its Electives program, which seeks to encourage students to further develop and use higher order thinking skills through non-traditional approaches to core subjects. Elective course offerings this year included Mass Crimes, Conspiracy Theories in American History, Issues in Contemporary Society, CSI, Food & Nutrition, Driver's Education, Cultures, Public Speaking

Jukebox Timewarp, and Math, What's the Point? This required period offers students a range of cross-curricular courses that allows students to make connections across disciplines and apply previous and new knowledge to hands-on, real world situations.

LMACS continues to utilize and refine its "Term 1 (T1)" program in order to provide incoming students with the skills and support necessary to being successful in high school. These T1 courses (STEM Readiness, LMACS Seminar and Get It Write) are required courses that allow instructors to better assess student strengths and weaknesses in core subjects, identifying gaps in learning that may impede on the student's success in school and addressing them before transitioning students to the general curriculum. The T1 program works to develop a cohort among each incoming class, providing not only the academic skills, but also the ability to develop healthy and supportive interpersonal relationships with peers. In addition to focusing on developing relationships with these new students, LMACS continued its Orientation program specifically for parents of incoming students. This program emphasizes the key characteristics of successful LMACS students and introduces parents to the expectations and culture of the school.

LMACS implemented a trial of the online reading comprehension program LightSail in an effort to increase Lexile scores and to engage students as readers. This program delivers differentiated fiction and non-fiction; through a dedicated effort to create a culture of reading in the school, every student worked on their LightSail activities. However, it was not as successful a launch as we had hoped. As a result, we are currently exploring other programs that might better engage and encourage student investment in developing stronger reading comprehension skills, as well as incorporate more independent reading strategies.

There has been a significant focus on the development of school-wide rubrics this school year; as we are focused on academic, social and career success, we are developing rubrics to assess each of these components. These are especially important as we move toward more project-based, co-taught courses, and will be created and refined as needed over the coming year.

LMACS continues to review and address the changing needs of the at-risk population to ensure that all students are being served in a welcoming, challenging and supportive environment.

## Organizational Viability

### Charter School Performance Criteria Relating to Organizational Viability

#### **Organizational Structure of the School**

There were no changes made to the organizational structure during the 2017-2018 school year.

#### **Teacher Evaluation**

There were no changes made to the Teacher Evaluation process during the 2017-2018 school year.

#### **Complaints**

There were no official complaints filed to the Board of Trustees in 2017-2018.

## Budget and Finance

### Statements of Revenues, Expenses, and Changes in Net Assets Pre-Audit Draft Statement June 30, 2018 (with comparative totals at June 30, 2017)

	2018	2017
Operating Revenues:		
Chapter 70 State tuition	\$ 1,401,586	\$ 1,488,639
Total Operating Revenues	<u>\$ 1,401,586</u>	<u>\$ 1,488,639</u>
Operating Expenses:		
Salaries	\$ 1,175,024	\$ 1,159,691
Fringe benefits	\$ 313,949	\$ 302,594
Depreciation	\$ 78,924	\$ 78,927
Telephone and utilities	\$ 74,786	\$ 76,709
Allocated Service charge	\$ 62,741	\$ 61,735
Food service program	\$ 34,354	\$ 43,882
Office supplies and materials	\$ 22,697	\$ 29,485
Contracted services	\$ 20,991	\$ 22,129
Maintenance and repairs	\$ 47,262	\$ 20,701
Insurance	\$ 23,352	\$ 17,111
Payroll taxes	\$ 12,798	\$ 14,999
Miscellaneous	\$ 7,919	\$ 12,689
Dues and subscriptions	\$ 7,840	\$ 7,414
Student transportation	\$ 4,850	\$ 5,360
Professional development	\$ 6,997	\$ 4,616
Computer equipment and classroom furnishings	\$ -	\$ 1,650
Compensated absences	\$ 1,376	\$ 1,352
Scholarships	\$ 750	\$ 500
Travel	<u>\$ 166</u>	<u>\$ 64</u>
Total operating expenses	<u>\$ 1,896,778</u>	<u>\$ 1,861,608</u>
Net Operating loss / gain	<u>\$ (495,192)</u>	<u>\$ (372,969)</u>
Non-operating revenues/(expenses):		
Rental Income	\$ 223,156	\$ 222,798
Pension contributions	\$ 128,881	\$ 128,881
State grants	\$ 73,831	\$ 79,434
Federal School Lunch program	\$ 12,029	\$ 22,766
Private grants	\$ 9,788	\$ 10,996
Loan interest	<u>\$ (62,075)</u>	<u>\$ (64,026)</u>
Non-operating Revenues	<u>\$ 385,610</u>	<u>\$ 400,849</u>
Decrease in net position	\$ (109,582)	\$ 27,880
Net Position, beginning of year	<u>\$ 1,026,958</u>	<u>\$ 999,078</u>
Net Position, end of year	<u>\$ 917,376</u>	<u>\$ 1,026,958</u>

**Balance Sheet**  
**Pre-Audit Draft Statement**  
**Year ended June 30, 2018 (with comparative totals at June 30, 2017)**

	2018	2017
Assets:		
Current assets:		
Cash and cash equivalents	\$ 474,285	\$ 583,007
Grants receivable	\$ 15,004	\$ 6,502
Accounts receivable	\$ -	\$ -
Total current assets	<u>\$ 489,288</u>	<u>\$ 589,509</u>
Non-current assets:		
Land and buildings	\$ 2,592,122	\$ 2,671,046
Deposits with bond trustee, restricted	\$ -	\$ -
Total noncurrent assets	<u>\$ 2,592,122</u>	<u>\$ 2,671,046</u>
Total assets	<u>3,081,410</u>	<u>3,260,555</u>
Liabilities and net position:		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 9,014	\$ 8,391
Compensated absences current	\$ -	\$ -
Unearned revenue	\$ 16,659	\$ 19,138
Loan payable, current	\$ 69,084	\$ 69,086
Total current liabilities	<u>\$ 94,757</u>	<u>\$ 96,615</u>
Non-current liabilities:		
Compensated absences, non-current	\$ 12,707	\$ 11,330
Loan payable , non-current	\$ 2,056,571	\$ 2,125,652
Total non-current liabilities	<u>2,069,278</u>	<u>2,136,982</u>
Total liabilities	<u>2,164,035</u>	<u>2,233,597</u>
Net position:		
Invested in capital assets, net of related debt	466,467	476,308
Unrestricted	450,909	550,650
Total net position	<u>917,376</u>	<u>1,026,958</u>
See accompanying notes to financial statements.		
Total Liabilities and Net Position	3,081,410	3,260,555

## Interim School Budget for FY19

### Revenue

Tuition - Chapter 70	\$	1,565,517
DOE Title I Grant	\$	52,109
DOE Lunch Reimbursement	\$	22,000
Entitlement Grants	\$	35,474
Private Grants	\$	12,634
Building Operations Rental Income	\$	222,798
<b>Total Revenue</b>	\$	<b>1,910,532</b>

### School Operations Expenses

#### Personnel Costs

Full-time Teachers/Counselors	\$	914,702
Full-time management staff contract	\$	369,772
Part-time Faculty/Staff	\$	93,179
Subtotal Personnel Costs	\$	1,377,653

#### Direct Student Costs

Mortgage Allocation (30%)	\$	39,347
MCC Fiscal Agent & Financial Services Contract	\$	62,741
Other Contracted Services	\$	43,185
Telephone and Utilities	\$	24,410
Food Service Program	\$	46,600
Office Supplies and Student Materials	\$	25,900
Maintenance and Repairs	\$	14,900
Insurance	\$	17,185
Staff Travel / Professional Development	\$	5,500
Student Travel	\$	4,000
Dues and Subscriptions	\$	8,490
LMACS Scholarships	\$	2,000
Miscellaneous(Scholarships, Student Activities,Printing,advertising)	\$	15,431
Subtotal Direct Student Costs	\$	309,689

**Total School Operations Expenses** \$ 1,687,342

#### Pollard Building Operations Expenses

Mortgage Allocation (70%)	\$	91,811
Sprinkler Maintenance	\$	300
Elevator Maintenance	\$	7,180
Reserve for Repairs	\$	6,000
Water/Sewer	\$	7,000
Water Treatment Services	\$	6,516
Certificate of Inspection	\$	100
Insurance	\$	9,890
Utilities	\$	59,000
<b>Total Building Operations Expenses</b>	\$	<b>187,797</b>

**Total Combined Operating Expenses** \$ 1,875,139

### **Approved School Budget for FY18**

Please see the Board of Trustees minutes for June 2018 for budget approval.

### **Fiscal Year 2018 Capital Plan**

LMACS does not have a Capital Plan for FY18.

On March 2, 2010, LMACS purchased the Pollard Building (so called) at 55-67 Middle Street in Lowell for \$2.6million. This is the same location that the school had been leasing for the previous twelve years. To fund the acquisition of the building including facility improvements the school borrowed \$2.9 million through the office of MassDevelopment. Since gaining ownership of the building the school has engaged a consultant and has developed a list of base building improvements. These improvements address life safety and code issues, building envelope and infrastructure as well as improvements to educational and teaching space. The following projects were completed in FY17: New rugs were installed on the 2<sup>nd</sup> floor. No capital projects were completed in FY17. LMACS plans to continue to upgrade and improve the facility. These projects include additional renovations to the HVAC, energy conservation measures, lighting, signage, educational space and elevator improvements. LMACS is in the process of determining the projected project expenses and they will be scheduled and implemented as funding permits.



## Appendix A

### Accountability Plan Evidence

<p><b>Objective:</b> To meet the school’s mission of academic success, LMACS will develop high quality, innovative, and rigorous curricula to prepare students for post-secondary education.</p>		
<p><b>Measure:</b> All teachers will work to create individual and cross-curricular courses and learning modules and unit plans that are aligned with the Common Core standards, to be maintained in Curriculum binders and assessed by the Director and/or the Assistant Director.</p>	<p><b>Met</b></p>	<p>All curricula are maintained in binders and reviewed by the Executive Director during the course of the school year, as well as at the end of the school year. Developing courses that are aligned to Common Core and use the UBD model is a key component of teacher evaluations.</p>
<p><b>Measure:</b> Over the course of a student’s time at LMACS, 100% of the graduates will pass all the course requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p>	<p><b>Met</b></p>	<p>LMACS graduated 12 students in June 2018, all of whom met the course requirements as is noted on the student transcript.</p>
<p><b>Measure:</b> Each year, all of the school’s teachers will document how each unit of instruction in all courses is aligned to the Common Core Standards.</p>	<p><b>Met</b></p>	<p>All curricula are maintained in binders and reviewed by the Executive Director at the end of the school year, as well as during the course of the year. Developing courses that are aligned to Common Core and use the UBD model are a key component of teacher evaluations.</p>
<p><b>Objective:</b> To meet the school’s mission of social success, LMACS will expand their strong social-emotional commitment to student health and well-being and assist students in developing the skills necessary to meet the demands and stressors of an ever-evolving society.</p>		
<p><b>Measure:</b> Families will receive notification if a student misses 5 days of school. If student behavior and attendance does not improve, social workers will contact 100% of the students and Designated Adults to create an appropriate intervention plan.</p>	<p><b>Met</b></p>	<p>Social workers made attempts to contact the families 100% of the time; this is documented in phone logs in binders maintained by the Assistant Director.</p>
<p><b>Measure:</b> Graduating students will have completed 100% of the required Life Skills curriculum requirements as recorded on the student’s graduation requirement list with a grade of 70% or better.</p>	<p><b>Met</b></p>	<p>LMACS graduated 12 students in June 2018, all of whom met the course requirements as is noted on the student transcript.</p>
<p><b>Measure:</b> The life skills developed during the course of a student’s time at LMACS will be reflected successful completion (70% or better) of Parts 1 (Where Have I Been?) and 4 (What Kind of Citizen Do I Want to Be?) of the students’ Five Year Plan, written during their Senior Year.</p>	<p><b>Met</b></p>	<p>LMACS graduated 12 students in June 2018, all of whom successfully completed all parts of the Five Year Plan.</p>
<p><b>Objective:</b> To meet the school’s mission of career success, Internships, research and service learning projects provide students experiential -learning opportunities in order to create individuals who are career-ready.</p>		

<b>Measure:</b> Each year, all graduates will satisfy the internship requirement by: completing the internship academic class with a grade of 70% or better.	<b>Met</b>	LMACS graduated 12 students in June 2018, all of whom met the course requirements as is noted on the student transcript.
<b>Measure:</b> Each year, all graduates will satisfy the 50 hour career exploration and work experience requirement; experience and learning will be reflected in successful completion (70% or better) of parts 2 and 3 (Where Am I Going, and How Will I Get There?) of the Five Year Plan, written during a student's Senior Year.	<b>Met</b>	LMACS graduated 12 students in June 2018, all of whom successfully completed all parts of the Five Year Plan.

Objective and Measures related to Dissemination (required):

<b>Objective:</b> LMACS administration and faculty will participate in the dissemination of Best Practices as it pertains to working with at-risk students.		
<b>Measure:</b> LMACS administration will participate in the development of the Career Academy Innovation Schools Grant in order to work with Lowell Public Schools to share Best Practices as they pertain to the recruitment, retention, placement and education of at-risk students.	<b>In progress</b>	As the Lowell Public Schools have chosen a different direction with regards to the Career Academy grant, LMACS will need to revisit this particular measure.
<b>Measure:</b> Each month, the Social Work staff will work with System of Care regarding Best Practices as they pertain to the social and emotional health of at-risk students.	<b>Met</b>	The Assistant Director met with the Substance Prevention Task Force regularly; social workers on staff have also attended Greater Lowell Health Alliance quarterly meetings.

Reach Objectives and Measures related to Mission and Key Design Elements (optional):

<b>Objective:</b> LMACS will work to modify student exposure to career and post-secondary educational options as they best suit the needs of the students.		
<b>Measure:</b> 100% of graduates will have either a) attained a required number of credits necessary for completion of a college certificate for graduation from LMACS or b) complete a required number of job shadow hours in a professional setting by graduation, as identified by the student's chosen career goals. Completion of either path will result in a High School diploma.	<b>In progress</b>	As this is a reach goal, LMACS is currently in the process of refining its Career program to better assist students in successful completion of a college certificate or to have a greater understanding of the expectations in a work/career setting. We are also revisiting the required course paths to better prepare students for college-level writing and math.

Additional Objectives and Measures Related to Student Performance (required for alternative schools, optional for other schools):

<p><b>Objective:</b> LMACS will utilize Achieve3000 and ACCUPLACER to monitor and track student success as it pertains to the development and enhancement of reading and math skills.</p>		
<p><b>Measure:</b> LMACS will continue to use the Achieve3000 program in order to improve student reading for all students. Achieve3000 is an online reading comprehension program that delivers daily differentiated nonfiction reading and writing instruction precisely tailored to each student's Lexile® reading level. Students who complete the 40-activity requirement will show an average gain of 80 Lexile points per school year.</p>	<p><b>Not Met</b></p>	<p>LMACS will revisit this measure, as we implemented a different reading comprehension program this year. LightSail, another online program, delivered differentiated fiction and non-fiction; however, it was not as successful a launch as we had hoped. As a result, we will be reviewing other programs and options for the 2018-2019 school year.</p>
<p><b>Measure:</b> 75% of self-identified college-bound students will score high enough to place into college level classes as defined by the post-secondary institution of their choosing.</p>	<p><b>Not Met</b></p>	<p>We continue to revise the senior program to better meet the needs of college-bound students, particularly with regards to ACCUPLACER and test-taking strategies.</p>

## Appendix B

### Charter School Recruitment and Retention Plan

#### Recruitment Plan

2017-2018

School Name: Lowell Middlesex Academy Charter School

Date: August 1, 2018

#### Implementation Summary:

- 1. In a brief narrative, what were the successes and challenges of implementing the school's recruitment strategies from the 2017-2018 Recruitment Plan?**
- 2. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)?**
- 3. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2018 SIMS report) will meet the comparison index or the school's gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school's Recruitment Plan once your school has submitted October 1<sup>st</sup> SIMS demographic information.**

1: LMACS continues to strengthen its already considerable relationships with other community agencies that work with at-risk students. There was a significant effort as the school year progressed to utilize staff connections within the community as a means of recruitment. All faculty were tasked with identifying at least one connection with whom they could reach out and provide information about LMACS. These efforts are continuing throughout the summer, with the goal of increasing enrollment for the fall term.

Routine phone calls, emails and other networking tools were used with greater frequency in order to develop new relationships with school personnel at area schools. A database of these contacts continues to be updated and utilized to advertise upcoming Open Houses and other tours at LMACS. LMACS's Recruitment and Retention Coordinator continues to develop and strengthen relationships with local school agencies, administration and guidance counselors. In addition to emails and phone calls, the R&R faculty provides regular tours of the school, as well as meets with contacts at local schools to further disseminate information about our program.

LMACS continues to reach out to local publications to ensure greater exposure to the community. Activities throughout the year have been covered, particularly focused community involvement by LMACS students. Last summer, a feature was published in the Lowell Sun, highlighting two LMACS graduates, and another is planned for this summer.

LMACS continues to use Constant Contact as a means of disseminating information about the school. This tool allows us to reach out to specific groups – for example, all administrators or all alumni – as an additional means to not only recruit new students, but also to ensure that local schools and organizations are aware of the events and successes of our school. This ensures that a greater number of community members not only see LMACS as a potential option for their struggling students, but also gain a greater understanding of the specifics of the programs we offer.

LMACS social workers and administration work closely with Guidance Counselors at LHS and high schools in the surrounding area in an effort to enroll potential dropouts from these schools. Tours were provided to local schools and families, and the school strengthened its vibrant association with Lowell Community Health Center and the Teen Health Department. LMACS continues to advertise regularly in MCC publications, through displays in the storefront windows, by using lawn signs and through the school website. Flyers are posted throughout the city at food banks, housing projects, community organizations and local homeless shelters. New brochures and outreach materials were created this year and shared with community members, as well as posted in locations where potential students would encounter them.

Board members represent the Spanish, Portuguese and Khmer speaking communities, and they promote LMACS at social, civil and religious events. Trustees, faculty and administrators spoke on local radio shows about the school, and administrators meet regularly with representatives from LPD, Juvenile Court, DSS, DYS, Youth Groups and UTEC.

LMACS also continues to use the school website, Twitter feed and the Facebook page as a means for recruitment.

2,3: There is no additional information regarding enrollment for subgroups. As we are a small school, each new enrollment can shift percentages greatly, and as a result, it is difficult to address whether our fall enrollment will meet the comparison index or GNT.

**General Recruitment Activities**

- Advertise in all MCC publications throughout the year
- Advertise by doing regular human interest stories on local radio shows
- Advertise/recruit at civic/social events throughout the region
- Encourage currently enrolled students to recruit friends
- Advertise by publishing human interest stories in the Lowell Sun
- Advertise in large storefront windows and using lawn signs
- Recruit using the [lmacs.org](http://lmacs.org) website and LMACS Facebook pages
- Meet regularly with school guidance counselors through the region
- Use a Recruiter to target locations frequently by our student population to provide information and applications
- Utilize the Recruitment and Retention staff position to strengthen relationships with schools and community organizations
- Utilize Constant Contact to create effective and targeted email and marketing campaigns

**Recruitment Plan – Goals and Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special Education students/students with disabilities**

**(b) 2018-2019 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed

**(a) CHART data**

School percentage: 29%  
GNT percentage:  
CI percentage: 7%

The school is above CI percentages

**Limited English-proficient students/English learners**

**(b) 2017-2018 Strategies**

- Did not meet GNT/CI: additional and/or enhanced strategies below:

LMACS will:

- will attend and distribute materials at organizations throughout the city that provide adult ESL classes that serve non-English speaking families, including the English Learner Institute at MCC and the Pollard Memorial Library Adult Literacy Program;

**(a) CHART data**

School percentage:  
4.4%  
GNT percentage: 2.6%  
CI percentage: 4.5%

<p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<ul style="list-style-type: none"> <li>● contact and provide translated recruitment materials to organizations from the Greater Lowell area, including the Merrimack Valley Immigrant &amp; Education Center in Lawrence, the Massachusetts Alliance of Portuguese Speakers' Immigration Integration Program and other local programs that assist with the needs of non-English speaking families.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <ul style="list-style-type: none"> <li>● provide opportunities for Khmer and Spanish speaking faculty to meet with local groups to share information about the school, speak with families regarding enrolling and offer tours of the school in their native languages.</li> </ul>

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p>School percentage: 69%  GNT percentage: 32%  CI percentage: 36.1%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;"><b>(b) 2018-2019 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p>
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<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● identify tutoring services in the community and contact them to inform them about the school, and provide them with flyers and notices to share with their clients;</li> <li>● continue to post flyers that highlight remedial strategies, tutoring and support services in our advertisements;</li> <li>● continue hosting Open Houses and developing connections with local Guidance Counselors at area schools;</li> <li>● establish relationships with local middle schools and high schools that will refer students who are academically behind or who have scored in the warning categories on the ELA or math MCAS;</li> <li>● post a link on the school website that highlights the unique characteristics of the charter school and benefits for students who may be in jeopardy of failing;</li> <li>● utilize Constant Contact to create effective and targeted email and marketing campaigns.</li> </ul>
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<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></p> <p><b>Students at risk of dropping out are our target audience. All our efforts are to support our mission of serving an at-risk population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● profile selected students in our advertising; we will include such students as speakers in our information sessions, and will invite at risk students to shadow formerly at-risk students for a class day at LMACS;</li> </ul>
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	<ul style="list-style-type: none"> <li>● build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in the juvenile probation offices;</li> <li>● host tables and/or hold information sessions at the local vocational technical high schools;</li> <li>● hold an appreciation luncheon for community agencies that work to support students in our area, including those at risk of dropping out of school;</li> <li>● hold an information session at the GRIP Project that works with students at risk of dropping out of school;</li> <li>● leave brochures with juvenile probation officers and at juvenile court;</li> <li>● develop and maintain relationships with and leave brochures at places that work with students at the age of dropout, such as YouthBuild, JobCorps, GED programs and drop- in youth centers;</li> <li>● utilize Constant Contact to create effective and targeted email and marketing campaigns.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2018-2019 Strategies</b></p> <p><b>Students who have dropped out are our target audience. All our efforts are to support our mission of serving and at-risk population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● meet regularly with representatives from LPD, Juvenile Court, DCF, DYS, Youth Groups, Lowell Community Health Center and UTEC;</li> <li>● contact juvenile justice representatives, homeless shelters and others who might be aware of students who have dropped out, to inform them about our school and encourage them to connect us with students who have dropped out to apply;</li> <li>● collaborate with the guidance departments at sending schools as a primary method of identifying students who have dropped out, are not in a HiSET program, have not aged out of high school and who may be appropriate candidates for the charter school;</li> <li>● continue to equip the Student Support Services team with recruitment information and train them to reach out to and engage students who have dropped out of school.</li> </ul>
<p><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2018-2019 Strategies</b></p> <p><b>Students from typically underserved populations are our target population.</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● meet regularly with groups servings Southeast Asian, Hispanic and Black area youth;</li> <li>● assist students in obtaining daycare vouchers through the social work department;</li> <li>● establish systems for students who receive vouchers so that the vouchers can be processed and paperwork submitted in a timely fashion;</li> <li>● work closely with DCF workers who refer students who are pregnant or parenting to our school;</li> <li>● recruit young men of color by recruiting through inner-city sports organizations, and by contacting coaches in neighborhoods densely populated by families of color;</li> <li>● help students obtain daycare vouchers through the social work department, and establish systems for students who receive vouchers so that they can be processed and paperwork submitted in a timely fashion;</li> <li>● distribute information to homeless families and ensure that these families understand that the school will provide support and services.</li> </ul>

## Retention Plan

2018-2019

### Implementation Summary:

As the needs of our population are ever-changing, LMACS continues to refine its program to ensure that we meet the needs of all students. To do so effectively, we make decisions guided by our mission: academic, social and career success. As was noted under Program Delivery, one considerable change we made to the program delivery this year was a change in the attendance policy. As we are focused on career preparation as part of our mission, we firmly believe that showing up on time and ready to participate is a crucial skill; prior to this academic year, students were permitted 6 absences per trimester before they would not receive credit for a course. However, we found that students would stop attending once they went over the allowed number of absences. Data showed that students may have achieved a passing grade but did not receive credit because of absences. As a faculty, we decided to change the policy so that students would receive credit if they passed, regardless of absences. Preliminary data shows that the attendance trends followed the same patterns of the previous five years, despite this change. There was, however, a marked change in focus on the students' part: they shifted from counting absences to being concerned with their progress in their courses. To assist with this, we are implementing a "Strive for 85%" campaign. Our data shows that students who graduate have, on average, at least 85% attendance rate. We hope that with a schoolwide focus on achieving this goal will encourage students to come, and stay, in school.

As many of our students struggle with a vision for their lives beyond getting through high school, the goal is to instill a sense of hope and purpose in students when they first arrive at LMACS. We continued to develop and define our Career sequence of courses. Phase 1 students start in LMACS Seminar, which introduces them to career exploration. This year we implemented Career Connections for Phase 2 students, which connects students to community members and employees in different fields of interest, as well as provides the opportunity to participate in Junior Achievement. Phase 3 students narrow down, research and develop a plan for their career path upon graduation, as well as participate in TJX Youth Business Institute. This staged approach builds on the skills developed in the previous course, allowing students to plan for career success, while being supported by faculty, community members and volunteers.

We continued our Academic Block, which provides students with time in school to *practice* and *prepare* for their courses; they had access not only to the instructors of their courses, but also to tutors for each of the subjects. As many of our students struggle with difficulties outside of the school setting, homework is often not a priority. Academic Block ensured that not only was homework being completed, but that it was done under the guidance of faculty who could best assist with the material.

LMACS continued its Professional Learning Community program for faculty this year. This program allows teachers to observe each other's classroom and lessons, with a focus on student engagement and higher order thinking. Teachers share the observations with each other, as well as the instructor, in order to reflect on effective teaching practices as they pertain to our students' success in the classroom. This year teachers focused on learning goals – specifically, how they were made clear to students, and how this impacted students' understanding of the purpose of the lesson. Reflection at the end of the year culminated in a list of Best Practices as they had been observed. This will be shared again in the fall as we begin our classroom instruction. As we continue identifying Best Practices as they pertain to our population, this cohesive collection of strategies will positively impact academic success school-wide.



Timely parent notification occurs to address absenteeism, and meetings are scheduled regularly with parents and students to address attendance, behavioral, or academic concerns. Regular mental health workshops, led by experts, address many of the topics that lead to a student dropping out – depression, gang violence, substance abuse, bullying – and are followed up by Advisors and Social Workers. These events were structured to allow both pre- and post-speaker discussion and reflections, both individually and in small peer groups. As these topics continue to impact student success in school, social workers worked closely with students to address personal concerns and identify supports and plans to assist the student in managing these challenges.

Additionally, we continue to provide access to field trips to enhance student learning, as well as offer opportunities to engage and model for students appropriate social skills needed for real-world success. Trips include the Wachusett Mountain hike, the Camp Massapoag field days, an exploration of historic Boston, a day learning about invasive species at Salem Sound, as well as several cultural and educational events at Middlesex Community College. We also continue to establish and strengthen relationships with organizations that provide academic experiences beyond the classroom walls. Students consistently highlight these opportunities as reasons why they choose to attend school; it is our goal to identify additional programs as a means not only to retain students, but also to strengthen our mission of student academic, social and career success.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	2% increase in retention rate per year.

As LMACS specifically serves students who are at-risk of dropping out or students who have already dropped out, we are facing unique challenges with regards to retention. We consistently review and revise our policies and procedures to best meet the needs of our students. As we are a small school, we make every effort to meet the needs of each individual student *where they are*, and we are fortunate that we can provide opportunities to address all aspects of a student’s needs; unfortunately, as a small school, this also impacts the data, as a small number of students can greatly change the data from year to year.

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<b>Special education students/students with disabilities</b>	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 65% <b>Third Quartile:</b> 10%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● schedule team meeting as soon as possible for all new students;</li> <li>● complete evaluations of students each trimester;</li> <li>● ensure that all teachers have copies of accommodations;</li> <li>● provide weekly check-ins with teachers of Sped students to identify and address any concerns;</li> <li>● continue bi-weekly phone calls to parents;</li> <li>● continue to encourage parents to join Sped PAC.</li> <li>● cluster content department classrooms together and assign a Special Education teacher to work directly within the cluster throughout the day.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p>X Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><b>LMACS will:</b></p> <ul style="list-style-type: none"> <li>● employ 2 additional part-time special education teachers</li> <li>● hire Title 1 tutors</li> </ul> <p>We anticipate the data will change in two years.</p>
<b>Limited English-proficient students/English learners</b>	
Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 0% <b>Third Quartile:</b> 6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● schedule small ELL classes to ensure emphasis on individual skill development;</li> <li>● provide weekly check-ins with teachers of ELL students to identify and address any concerns;</li> <li>● provide immediate intensive help for ELL students through push-in and pull-out assistance;</li> </ul>

	<ul style="list-style-type: none"> <li>● continue bi-weekly phone calls to parents;</li> <li>● continue to encourage parents to join ELL PAC.</li> <li>● use Academic Block as additional ELL support, providing additional opportunities for ELL students to meet with language instructors;</li> <li>● utilize the reading comprehension program in a one-on-one capacity to enhance background knowledge and language development;</li> <li>● connect with organizations in the community that are involved with the ELL students to help encourage regular school attendance.</li> </ul> <p>We anticipate the data will change in two years.</p>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>

**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● provide free breakfast before the school day</li> <li>● revise the attendance policy to better meet the needs of students;</li> <li>● implement a Mindfulness program to assist students with managing stress;</li> <li>● create a student-led leadership team to identify and address issues preventing student success;</li> <li>● connect students with local organizations to address specific student needs inhibiting their success;</li> <li>● collaborate with local organizations to identify additional school support structures needed by the student in order to achieve success.</li> </ul>
<p><b>(a) CHART data</b></p> <p>School percentage: 69% Third Quartile: 10%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p>X Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><b>LMACS will:</b></p> <ul style="list-style-type: none"> <li>● incorporate more project-based learning opportunities;</li> <li>● expand the use of rubrics to assess academic, social and career success and to provide students greater opportunity to self-reflect;</li> <li>● implement student access to grades online;</li> <li>● use the "Strive for 85%" campaign school-wide to encourage student attendance.</li> </ul> <p>We anticipate the data will change in 2-3 years.</p>

<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● provide targeted MCAS Prep classes for ELA, Math and Biology;</li> <li>● utilize Common Core &amp; UBD for planning curriculum that addresses different learning styles;</li> <li>● develop, implement and support curriculum that is taught using a tiered instructional model that provides scaffolding in all subject areas;</li> <li>● strengthen and increase student participation in tutoring/mentoring program with MCC and UML;</li> <li>● focus on utilizing the SMART 7 reading comprehension technique across all courses.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● provide a rigorous Life Skills curriculum to address students' social and emotional needs;</li> <li>● connect students with resources outside the school to address social and emotional needs;</li> <li>● develop extracurricular activities that provide students with connections to, and support from, staff outside the classroom setting;</li> <li>● develop Electives courses to increase student interest in attending school daily;</li> <li>● connect students with hands-on work experiences through partnership with TJX Corporations and Junior Achievement.</li> </ul>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2018-2019 Strategies</b></p> <p><b>LMACS will continue to:</b></p> <ul style="list-style-type: none"> <li>● continue bi-weekly phone calls to parents;</li> <li>● continue daily attendance calls;</li> <li>● schedule appointments with parent and student to develop alternate educational plan (GED, Youth Build, Job Corps);</li> <li>● review the schedule structure to identify provide opportunities to return to school sooner.</li> </ul>

**Lowell Middlesex Academy Charter School's Report Card:**

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04580505&orgtypecode=6&>

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	2	2%
Asian	21	23%
Hispanic	34	37%
Native American	0	0%
White	29	32%
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	5	6%
Special education	26	29%
Limited English proficient	4	4.4%
Low income	63	69%

<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)
Margaret McDevitt, Executive Director	The Executive Director is responsible for oversight of all personnel, programs, and activities of the Lowell Middlesex Academy Charter School.	7/1/2004	
Anne Monoxelos Assistant Director	Under the direction of the Executive Director of the Lowell Middlesex Academy Charter School, the Assistant Director is responsible for providing leadership, management, and coordination for the school.	4/1/2016	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2017-2018 school year</b>	<b>Departures during the 2017-2018 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	11			
Other Staff	1			Contract ended

<b>BOARD MEMBERS FOR THE 2017-2018</b>				
Name	Position on the Board	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	- Number of terms served; - Length of each term, including date of election and expiration
Mabry, James*	Chair	Finance	Academic MCC President	3/30/15 – 6/30/16 9/29/16 – 6/30/17
Long, Tyler	Student Trustee		LMACS Student	9/25/17 – 6/30/18
Cox, Colleen	Clerk		Academic MCC Dean, Lowell Campus Manager	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18
Chen, Melissa	Trustee		LMACS Instructor	11/27/17 – 11/28/20
Daniel, David	Trustee		Former LMACS Instructor	9/29/16 – 6/30/17 9/25/17 – 6/30/18
Iem, Steven	Trustee	Finance Committee	Business MCC Alumni PriceWaterhouseCoopers	3/23/11-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18
Larocque, Daniel	Trustee		LPD	9/30/13-9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18
Nocella, Frank	Treasurer*		MCC CFO	9/25/17-9/30/22
Saab, Analise	Trustee		Community	9/30/13- 9/29/14 9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18
Tejeda, Jeffrey	Trustee		Academic Assistant Director Admissions/Student Recruitment	9/29/14 – 6/01/15 9/28/15 – 6/30/16 9/29/16 – 6/30/17 9/25/17 – 6/30/18
Thompson, Shanna	Trustee		UML- Center for Program Evaluation Manager & Adjunct Professor	3/27/18 – 3/31/21

\* By-Laws provide that the President and CFO of Middlesex Community College shall be standing members of the Board of Trustees.

**Appendix D**  
Additional Required Information

**Key Leadership Changes**

There were no Key Leadership changes for the 2017-2018 school year.

**Facilities**

LMACS has not relocated or acquired a new facility during the 2017-2018 school year.

**Enrollment**

Action	Date(s)
Student Application Deadline	Aug 1 2018, Oct 12 2018, Feb 1 2019
Lottery	Oct 19 2018, Feb 8 2019