



Lowell Community Charter Public School

Strategic Plan FY 2012 – 2017

Adopted November 2012



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November 20, 2012

Dear LCCPS Friends and Colleagues,

We believe that every minute of every day is important in the life of our school. That is why we as a community have come together to ensure that every student in our school is learning to the highest expectations we hold. Our Board, Head of School, leadership team, faculty, staff, parents, and students all share in the commitment to make our school a high performing learning community, where we raise the bar every year and challenge our students and ourselves to grow. Whether we are talking about academic success, literacy, the arts, sports, community service, family engagement or cultural competency, we want the best for our children because they deserve the best we can give them.

During the past six months, under the leadership of Hung Mai, Chair of our Strategic Planning Committee, and members of the Board of Trustees, we have engaged in a strategic process through which we reviewed our mission, our goals and our desires for the school. This Strategic Plan is the result of input and involvement of students, parents, staff, school leaders, and the Board of Trustees. We are grateful to Dan French, Executive Director of the Center for Collaborative Education, for his wise advice and facilitation of the project. It has been a rich conversation which has helped the LCCPS community to articulate shared values, aspirations and priorities for the future of our school.

Over the next five years, The Board of Trustees' focus will continue to build on the foundation that we have put in place these past two years as we move aggressively forward with the goals and objectives articulated in the Strategic Plan. We look forward to working with faculty, parents, and school and community leaders to accomplish our broader goal – *to become a leader in educational excellence for diverse, urban communities such as ours.*

We want to thank the members of the Strategic Planning Committee for their leadership and commitment. We acknowledge the daily dedication and hard work of our students, families, and staff. Finally, we want to express our gratitude to the members of the Strategic Planning Committee, who worked long hours to set forth a vision and plan for LCCPS, as well as to Tyrone Mowatt for his dedication to a process that has brought us together in our vision. As Paul Reville stated, "LCCPS has turned from being a failing school to one of the Commonwealth's most successful schools." We celebrate our progress and look forward to being known as a consistently high performing school.

Sincerely,

Handwritten signature of Carol Keirstead in black ink.

Carol Keirstead, Chair
Board of Trustees

Handwritten signature of Hung Mai in black ink.

Hung Mai, Trustee, Chair
Strategic Planning Committee

Handwritten signature of Kathy Egmont in black ink.

Kathy Egmont
Head of School

Lowell Community Charter Public School Board of Trustees

The LCCPS Board of Trustees has unanimously approved this strategic plan and fully commits to ensuring its successful implementation over the next five years.

Catherine Burdt, Ed.M., Pearson Education
Chair, Development Committee

Justin Ducharme, Enterprise Bank
Treasurer; Chair, Finance Committee

Carol Keirstead, Ed.D., RMC Research Corporation
Chair, Board of Trustees; Chair, Governance Committee;
Member, Strategic Planning Committee

Doeun Kol, M.A., National Park Service, U.S. Department of Interior
Member, Finance Committee

Hung Mai, M.B.A., Draper Laboratory
Chair, Strategic Planning Committee; Member, Development Committee

Stacie McDermott, C.P.A., Moody, Famiglietti, & Andronoco, LLP
Member, Finance Committee

Tyrone Mowatt, M.B.A., Vice-Chairperson, FromTopDown Consulting, LLC
Vice-Chair; Board of Trustees; Chair, Academic Achievement Committee; Member,
Development Committee; Member, Strategic Planning Committee

Darcy Orellana, M.A., Middlesex Community College
Member, Governance Committee

Kinara Yang, Pharm.D., Brigham & Women's Hospital
Secretary, Board of Trustees; Member, Governance Committee

1. Mission and Beliefs

Mission

The mission of Lowell Community Charter Public School is to graduate creative, confident and independent thinkers, global citizens and leaders who give back to their community. We will provide a comprehensive education giving students the knowledge, skills and ways of thinking that ensure their success in high school and preparation for the opportunity to go on to college. We expect our students to strive for excellence in academic achievement and personal conduct within a joyful, supportive culture. The diversity within our students, staff, families and community and the many nations from which we come is a source of strength and an opportunity for learning.

Guiding Beliefs

We believe in:

1. *High Expectations:* All children are unique and can learn at high levels when their talents are recognized, supported, and challenged.
2. *Excellence in Teaching and Learning:* Our students are engaged in a rigorous curriculum and meaningful learning.
3. *Nurturing:* Our school must be a safe and nurturing environment for all members of the school community
4. *Accountability:* The school and the students share responsibility for students' learning and conduct.
5. *Partnerships:* Parents are their children's first teacher and know their children best. The home, LCCPS, and community work together as partners to ensure the education of all children.
6. *Cultural Proficiency:* Integrity, respect, cooperation, and appreciation of diversity are essential to a healthy LCCPS community.
7. *Balance:* Academics, the arts, technology, athletics, and wellness are all important ingredients of a well-rounded LCCPS education.
8. *Contribution:* Our school will prepare students to be life-long learners, creative thinkers, and contributing participants in a multicultural world.

2. LCCPS Diversity Statement

Our Vision of Diversity

At LCCPS diversity is valued in everything we do. As a teaching and learning community, our diversity is our strength. We believe in excellence and that by embracing our diversity, we enhance the high quality education we provide to every LCCPS student.

Our vision of diversity is founded upon the following values:

- Cultural competency, or the understanding and respecting of others' cultures, is critical in order to attain academic excellence for all students
- A diverse community of students, parents, and staff is an asset to and a strength of LCCPS
- Diversity includes individual differences (i.e. personality, learning styles, and life experiences) and group/social differences (i.e. race/ethnicity, class, gender, gender identity, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations)
- A diverse community promotes creativity, and fosters new ideas and ways of looking at the world
- Diversity is essential for success in the workplace
- Bilingualism and multilingualism are assets.

Diversity in Operation

Embracing diversity can only occur if it is present in the everyday life of a school, and at all levels. At LCCPS, we commit to the following practices that embody our belief that diversity is one of our greatest assets:

- Students learn about diversity and diverse cultures, not solely through events but also through having diversity embedded across the curriculum and disciplines
- Diversity of thought is promoted through debate, discussion, and dialogue. Commonalities and differences are intentionally and openly discussed
- School leaders, faculty and trustees engage in developing their cultural competency as part of their regular practice
- The school community is ever mindful of using language that is inclusive, and that does not intentionally or unintentionally demean another's identity
- The school's entrance, hallways, classrooms, and gathering spaces reflect the diversity of enrolled students and the school community
- The professional faculty and staff and the board of trustees represent the diversity present among students, parents, caregivers, and the community

3. A Description of LCCPS Today

The Lowell Community Charter Public School (LCCPS) is a Commonwealth Charter School, having received a charter from the Massachusetts Board of Elementary and Secondary Education in 2000. Since its founding the school has been located at 206 Jackson Street, Lowell in a building which once housed the Appleton Mills. As the neighborhood has improved in these twelve years, there is a sense that the school has been part of turning around the neighborhood and contributing to the positive improvements. The school is committed to being a good neighbor and building a strong relationship with the community.

During the 2011-2012 school year, the school provided education to 653 students from the Greater Lowell area in grades Kindergarten through six. The student enrollment represented twenty-one nationalities and twenty-two languages and dialects. Twenty-six percent (26%) of students are Black, thirty-nine percent (39%) Latino, twenty-six percent (26%) Asian, six percent (6%) White, and three percent (3%) Multi-Racial. Seventy percent (70%) of our students speak a first language other than English and fifty percent (50%) are Limited English Proficient, 84% of our students qualify for the free or reduced lunch program, and 16% have special needs. Fourteen percent (14%) of our students are recent immigrants, having arrived in the United States within the past year. The percent of the school's Limited English Proficient, low-income, and special education students has been increasing over time. There was a reduction in the total number of students this past year to 653 from the prior school year enrollment of 790; which was one of the conditions for charter renewal for the charter period of 2010-2015. In 2012-2013 the reduction settled at 610 students in grades kindergarten through six for the present.

LCCPS is a school where parents feel welcomed, students feel like they are members of a family, and our faculty creates a community committed to student growth. The teachers, parents, and LCCPS community have high expectations for all learners. Teaching and learning are the core of the school's mission. The design, development, and implementation of a cohesive, aligned curriculum, supported with effective instruction and quality assessment comprise the foundation on which we build the educational program for our students. The school emphasizes a strong academic core of basic skills, a focus on literacy through building reading fluency and comprehension, strong language skills for writing and speaking, and higher order thinking skills, problem solving, creativity, and curiosity. We believe every child should have the option to go to college and we are offering our students an education that will prepare them for that.

Over the past three years, LCCPS has seen significant growth in our academic achievement. Since 2009, the percent of students scoring Advanced or Proficient in the English Language Arts (ELA) MCAS test has increased by 12 percentage points, while the percent of students scoring in the Warning category dropped by eight percent. Math has made more dramatic improvement, with a 23% gain in the percent of students scoring Advanced/Proficient, and a 22% decline in students scoring at the Warning level. In Science, the percent of students scoring Advanced or Proficient has increased by 16 percentage points, while the percent of students scoring in the Warning category dropped by three percent. During that same time period, our Composite Performance Index (CPI) increased 7.5 percent in ELA and 20% in

math, and our Student Growth Percentile (SGP) increased 20% in ELA and 22% in math. In the 2011 MCAS tests, LCCPS attained Adequate Yearly Progress for the first time since 2007.

This past school year, the school took a dramatic step forward. In the 2012 MCAS tests, the LCCPS gains were so great, the school attained Level 1 status for the first time in its history (defined as meeting proficiency gap narrowing goals for aggregate and high needs students). In particular, LCCPS received extra credits in the new state Progress and Performance Index (PPI) for moving at least 10% of students out of the Warning category in ELA, math, and science for all students, high needs students, and English Language Learners, and additional credits for moving at least 10% of students into Advanced categories in both ELA and math for all students, high needs students, and English Language Learners. In particular, the percent of LCCPS ELL students who scored Advanced/Proficient exceeded the state average in all three MCAS tests of ELA, math, and science.

We know that we have much more to accomplish. We need to increase the percent of our students scoring Advanced and Proficient on state tests and ensure every student scores a Needs Improvement or higher. We want to accelerate the achievement of our students with special needs and English language learners to be on par with the rest of our student population. In doing so, we strive to create a stable teaching corps who exhibit high quality teaching that reaches every student. We seek to strengthen our professional collaborative culture so that teachers are increasingly in leadership roles helping to guide the school. As well, we will continue to build a supportive, respectful school culture that embraces the diversity of students and families we serve and provides them with the services they need for their children to be successful.

As noted by Board of Trustees Chair Carol Keirstead in the 2011-2012 LCCPS Annual Report, “We are proud of where we are today. We started this year with a favorite quote by Martin Luther King, Jr. ‘We are not where we want to be, we are not where we are going to be but for sure, we are not where we were.’” We are eager to build on our past two years of success. Over the life of this strategic plan, we seek to have LCCPS become well known for its transformative path, a school that excels in educating the rich diversity of students we serve.

4. Our Vision of LCCPS Five Years from Now

What do we envision for Lowell Community Charter Public School five years from now? What are our aspirations that we will strive to attain?

The LCCPS vision is driven by a belief that high quality education is the best equalizer for children who are low-income, of color, and/or English language learners and those who have special needs. We strive for excellence in educating our students, and are viewed by others as an example of a school that demonstrates that academic achievement is attainable for all students.

In June 2017, led by a stable, active Board of Trustees LCCPS has established a reputation as a high performing school with high quality teachers. On state tests and other measures of student learning, LCCPS students have experienced consistent annual gains so that the school exceeds the Lowell Public Schools and is on par with the statewide average of percent of students scoring proficient and advanced. The gaps in achievement on multiple measures between the aggregate student population and students with special needs and English Language Learners have significantly closed, with every subgroup performing at high levels.

Our academic accomplishments are founded upon a LCCPS curriculum that is Common Core-aligned and that provides every student with challenging, engaging, and technology-rich learning experiences. Students have multiple opportunities for enriched learning through apprenticeships and internships, community service and activities, field-based learning units, the arts, and athletics.

Our faculty is diverse, culturally competent, highly qualified, and stable, representing the student body that we serve. Staff attrition rates have fallen dramatically to 10% or below annually, signaling the stabilization and improvement of the school. Teachers have multiple opportunities to take leadership roles in the school, as the school has adopted a leadership model whose strength lies in the professional learning communities that have been established to drive examination and improvement of instructional practice.

The fiscal management of the school has led to a stable annual revenue stream of external foundation and corporate grants, donations, and contributions that expands the annual budget. Wise management of funds has led the school to have established cash assets of at least \$250,000, all of which has enabled the school to secure a leased or purchased facility for long-term occupation, allowing for refurbishments for an upgraded gymnasium, playground, auditorium, library, science labs, and community garden.

LCCPS is known as a school that embraces all students' culture and heritage as attributes to enrich the overall school culture, while preparing every student to be college-ready and successful in life and career.

5. Strategic Plan

Overview

The purpose of this Strategic Plan is to provide the vision and direction for the Lowell Community Charter Public School for the next five years through June 2017. The plan represents a collective effort of the school community to set high yet attainable aspirations while addressing those challenges that were uncovered in the strategic planning process. We envision this document as a living document for the entire LCCPS community. It is a roadmap by which to engage parents, staff, administration, and students in accomplishing the ambitious goals we have set for the next five years.

In the following pages, we outline six major goals:

1. Ensure Excellent Teaching
2. Provide an Enriching, Rigorous, Culturally Relevant Curriculum that Results in All Students Performing at or above Proficient Levels in Multiple Assessments, including Massachusetts State Tests
3. Nurture a Respectful School Culture that Engages and Supports Students, Staff, and Families
4. Ensure that LCCPS Has a High Quality Facility and Technology Infrastructure that Meets the Needs of Students and Families
5. Strengthen the Stability of LCCPS
6. Expand LCCPS' marketing efforts

All of our goals are interrelated and interdependent. We will not attain the success to which we aspire without succeeding in all of them.

Each goal is further detailed through the following subsections:

- a. Rationale
- b. Objectives and Activities
- c. Benchmarks

These goals and accompanying objectives, activities, and benchmarks are our direction for the future. However, we are aware that over the course of five years, unforeseen developments may occur that may necessitate a change in one or more of the objectives, activities, or benchmarks of a particular goal. This is a naturally occurring dynamic. The LCCPS Board of Trustees will annually review the Strategic Plan to assess our progress, determine if the plan needs fine-tuning, and if so, make those changes and announce them to the LCCPS community.

Goal 1: Ensure Excellent Teaching

Rationale

“LCCPS provides the ideal learning environment for our kid; the school has a strong academic culture that promotes excellence in learning.” LCCPS parent

Parents and students alike feel that LCCPS teachers are high quality and supportive. Ninety-three percent of parents surveyed feel that their child’s teacher knows their child and focuses on her as an individual learner, 96% feel that the school’s faculty and administration have high academic expectations, and 94% are satisfied with the school’s academic program. Seventy-seven percent of students agreed that “my teachers think I can do well academically.”

“One of the best things about our school is the fact that every single one of us really cares about the kids and is willing to work hard to help them.” LCCPS teacher

The 2012 TELL MA faculty survey tells us that faculty feel supported and respected in the school. The overarching percent of survey items were rated higher by LCCPS teachers than the state-wide average, many of them significantly higher, including every item in the categories of Use of Time, Managing Student Conduct, and Adequate Professional Development. In particular, the quality of professional development was rated substantially higher overall than the state average.

While LCCPS has made progress in building a high quality teaching corps, several challenges remain:

- **Enhancing Faculty Diversity.** With a student population that is 94% students of color, 64% of LCCPS teachers and staff are White, despite our best efforts at recruiting teachers of color.
- **Increasing the Percent of Highly Effective Teachers.** While the state average of highly qualified teachers is 97%, only 90% of LCCPS teachers are licensed in their teaching assignments.
- **Staff Turnover.** This past year, 66% of our teachers were in their first or second year of teaching at LCCPS, a result of high teacher turn-over the past several years. Since the 2008-2009 school year, annual teacher turnover has ranged from 26-43%.

The teacher turnover rate has been a problem for several years and it makes it extremely difficult to move productively from one year to the next when teams are starting from scratch every year with new teachers.” LCCPS faculty member

- **Incomplete Roll-Out of the Academic Program.** While new Common Core-aligned curriculum has been adopted that better meets students’ needs, the school has not yet fully rolled out the professional development, coaching, and resources to support all teachers in full implementation of a rigorous academic curriculum.
- **Need to Strengthen Teacher Voice and Leadership.** Several TELL MA teacher survey items were ranked lower than the statewide average, all pertaining to teacher voice and leadership: being trusted to make sound professional decisions about instruction, regarded as effective leaders in the school, teachers have autonomy to make decisions about instructional delivery, and teachers feel comfortable raising issues and concerns.
- **Incomplete Implementation of Inclusion of ELL and SPED students.** Two years ago, LCCPS decided to move towards inclusion in servicing students with special needs and ELL students. While inclusion of ELL and special education students is an establishing practice at LCCPS, teachers and administrators feel there is still progress to be made. For example, only 65% of teachers feel prepared to teach ELL students. In focus groups, faculty reported that inclusion has been implemented without enough support or consistency.

“We need to focus on regular education teachers collaborating with support teachers to work together to meet a common goal [of educating all our students].” LCCPS faculty member

“LCCPS needs a tiered intervention program that utilizes all eligible staff for instruction and support as a prevention strategy to special education.” LCCPS faculty member

Objectives, Strategies, and Benchmarks

Objective 1: Increase faculty diversity by recruiting the best faculty possible, while doubling the percent of teacher applicants interviewed who are Black, Latino, and Asian, and who are male

Benchmarks:

- *By September 2013, the percent of teacher applicants who are people of color and who are male has increased by 25%*
- *By June 2017, the percent of teacher applicants interviewed who are people of color and who are male has doubled*

Strategies:

- Build and implement a recruitment plan
 - Post on job network sites for educators of color
 - Develop public relations materials about the success of LCCPS, and that we are seeking to hire teachers of color
 - Use social media networking to recruit educators of color
 - Mine the social networks of current LCCPS teachers of color

Objective 2: Increase staff stability through strengthening the induction program for new LCCPS teachers

Benchmarks:

- *By September 2013, the percent of teachers who respond favorably on the TELL MA item on new teacher support will have increased by 5% , and annual staff turnover rates shall be 18% or less*
- *By June 2017, the percent of teachers who respond favorably on the TELL MA item on new teacher support will exceed the state average, and annual staff turnover rates shall be 10% or less*

Strategies:

- Assign experienced mentor teachers to each new teacher for the first year, with clear expectations for amount of time and activities spent in the mentoring process
- Conduct a once a month new teacher luncheon with the Head of School as a forum to ask questions, raise concerns, and gain further support

Objective 3: Increase the percent of LCCPS teachers considered highly effective to 90% through fully implementing the new state educator evaluation system in 2012-2013, and refining it annually to ensure that the system provides maximum support and feedback to teachers in improving their professional practice and student learning

Benchmarks:

- *By September 2013, 100% of staff will have been evaluated with the new educator evaluation system, and at least 65% of faculty will be rated proficient or exemplary in the educator evaluation system*
- *By June 2017, at least 90% of faculty will be rated proficient or exemplary in the educator evaluation system*

Strategies:

- Implement the educator evaluation system fully in the 2012-2013 school year
- Annually each spring, convene an administrator/faculty committee to review the educator evaluation system, identify strengths and concerns, and fine-tune the system to address the concerns

Objective 4: Provide substantive professional development to all faculty on cultural competency and effective teaching of students of diverse cultural and linguistic backgrounds

Benchmarks:

- *By September 2013, at least 65% of teachers will demonstrate cultural competence in the classroom, as evidenced by administrator classroom observations*
- *By June 2017, at least 80% of teachers will demonstrate cultural competence in the classroom, as evidenced by administrator classroom observations*

Strategies:

- Establish a calendar of professional development on cultural competency that is multi-session, and in which there are expectations for classroom application of tools learned in between sessions
- Provide professional development to administrators on how to include cultural competence in educator evaluations, including in classroom observations
- Include observation of application of culturally competent strategies in announced and unannounced observations of teachers under the new educator evaluation system

Objective 5: Provide professional development and support to all teachers in implementing inclusion of students with special needs and English Language Learners

Benchmarks:

- *By September 2013, the percent of teachers who respond favorably on the TELL MA item on preparedness to teach ELL and SPED students will increase by 5%*
- *By June 2017, the percent of teachers who respond favorably on the TELL MA item on preparedness to teach ELL and SPED students will exceed the state average*

Strategies:

- Ensure a balance of students with special needs in general education classrooms
- Define in writing the LCCPS inclusion philosophy and model for ELL and special education students, and provide faculty with training and coaching in implementing it
- Provide professional development and coaching support to all faculty on differentiated instruction

Objective 6: Promote the development of a professional collaborative culture through professional learning communities (PLC) and multiple opportunities for teacher leader roles

Benchmarks:

- *By September 2013, the percent of teachers who respond favorably on the TELL MA items related to teacher leadership and voice will increase by 5%*
- *By June 2017, the percent of teachers who respond favorably on the TELL MA items related to teacher leadership and voice will exceed the state average*

Strategies:

- Ensure “sacred” common planning time for grade-level teacher teams to meet to discuss student learning and improving instructional practice
- Provide coaching and training support to designated teacher leaders in PLC practices, tools, and protocols
- Establish varied roles for teacher leaders

Goal 2: Engage All Students in an Enriching, Rigorous, And Culturally Relevant Curriculum So That At Least 60% of Our Students Perform At or Above Proficient Levels in Multiple Assessments, And The LCCPS Achievement Gaps Are Significantly Decreased Among Subgroups

Rationale

Over the past three years, LCCPS has made considerable progress on an upward trajectory of student achievement. Since 2009, the percent of students scoring Advanced or Proficient in the English Language Arts, math, and science tests has increased substantially, while the percent of students scoring in the Warning category has decreased in all three tests. During that same time period, our Student Growth Percentile (SGP) and Composite Performance Index have increased significantly.

MCAS Improvement Over Time:

Year	ELA Adv/Prof	ELA Warning	Math Adv/Prof	Math Warning	CPI ELA	CPI Math	SGP ELA	SGP Math
2009	33	21	26	37	67	57	37	38
2010	38	18	30	30	71	61	53	51
2011	42	17	43	17	72	73	49	64
2012	45	13	49	15	74.5	77	57	60

This past school year, the school took a dramatic step forward. In the 2012 MCAS tests, the LCCPS gains were so great, the school attained Level 1 status for the first time in its history (defined as meeting proficiency gap narrowing goals for aggregate and high needs students). In particular, LCCPS received extra credits in the new state Progress and Performance Index (PPI) for moving at least 10% of students out of the Warning category in ELA, math, and science for all students, high needs students, and English Language Learners, and additional credits for moving at least 10% of students into Advanced/Proficient categories in both ELA and math for all students, high needs students, and English Language Learners. The percent of LCCPS ELL students who scored Advanced/Proficient exceeded the state average in all three MCAS tests.

Other assessments confirm our academic gains. On the MAP test, grades 3-6 in the aggregate had more than one year’s growth in both ELA and math. Math normed growth was 8.4, and LCCPS was 10.84. In ELA, normed growth was 5.63, and LCCPS was 5.94. As well, DIBELS (literacy acquisition) scores overall had significant gains from prior years. This past year we also experienced growth in our English Language Learner population as reported by the Massachusetts English Proficiency Assessment (MEPA) that was administered in March 2012.

Grade Span	2011 Percent of ELL Students Showing Progress	2012 Percent of ELL Students Showing Progress
All Grades	47%	62%
K-2	56%	70%
3-4	28%	54%
5-6	18%	54%

We have made these gains while maintaining a culturally relevant curriculum for our students and families. Ninety-four percent of parent respondents rated the following statement a 3 or higher on a four-point scale: “LCCPS offers its students significant opportunities to learn about the Southeast Asian, Latino, and African cultures.”

While we are proud of our gains, we know there are challenges that we still face:

- **Too Many Students Lack Basic Literacy Skills.** On DIBELS, the percent of students who have not demonstrated mastery of core basic literacy skills (phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary) varies from 17-39% by grade, partly reflective of the fact that 50% of LCCPS students are Limited English Proficient. Only 60% of LCCPS teachers in the faculty survey stated that they felt prepared to teach at-risk readers, and only 67% feel that LCCPS has a consistent approach to literacy instruction.

“Teachers and leaders addressed the need to develop strategies and systems to address high need students who are multiple years below grade expectation with a close examination of the needs of students and the kinds of service delivery models that will best fit their needs.” CCE Coach

- **Accelerating Achievement of Students with Special Needs.** Only 4% of students with disabilities scored advanced or proficient in ELA MCAS, while 42% of the aggregate student body did so; in math, only 10% of students with disabilities scored advanced or proficient on MCAS, while 43% of the overall student body did so. These gaps are widening over time.

Objectives, Strategies, and Benchmarks

Objective 1: Ensure the entire curriculum is aligned with the Common Core State Standards, and every student receives a culturally aware, content-rich, project-based curriculum

Benchmarks:

- *By September 2013, the entire LCCPS curriculum is aligned with the Common Core State Standards*

Strategies:

- Continue work with the Curriculum Committee on ensuring curriculum alignment with the Common Core and designing Common Core-aligned, culturally relevant units
- Review with teachers all curriculum changes
- Provide coaching support to teachers in the implementation of the math “shifts” in the math curriculum, including specific strategies for the new Common Core-aligned assessments

- Provide coaching support to teachers in the implementation of the literacy “shifts” in the ELA curriculum, including specific strategies for the new Common Core-aligned assessments

Objective 2: Implement a Common Core-aligned balanced literacy curriculum across the curriculum, with reading, writing, speaking, and listening explicitly embedded in every discipline

Benchmarks:

- *By September 2013, a rich Common Core-aligned balanced literacy curriculum is implemented in 65% of classrooms, as demonstrated by teachers’ lesson and unit plans and by administrator observations*
- *By June 2017, A rich Common Core-aligned balanced literacy curriculum is implemented in every classroom, as demonstrated by teachers’ lesson and unit plans and by administrator observations*

Strategies:

- Provide faculty with professional development on the Common Core, with specific attention to the “shifts” in literacy and mathematics
- Increase time-on-text across the curriculum in every grade, with an increased emphasis on informational text, text complexity and scaffolding, and vocabulary
- Provide coaching support to teachers in the implementation of a balanced literacy curriculum
- Include a strong focus on literacy in the school’s home-school contract that every parent/guardian signs annually

Objective 3: Provide faculty with professional development on effective second language acquisition strategies and in culturally relevant instruction

Benchmarks:

- *By September 2013, at least 95% of teachers have received WIDA PD*
- *By June 2017, at least 95% of teachers have received WIDA PD*

Strategies:

- Establish a schedule for all teachers to receive WIDA (World Class Instructional Design and Assessments) training over the next two years
- Provide coaching support to teachers on second language acquisition, including vocabulary building, scaffolding of texts, multiple means of introducing new concepts (including visual)
- Provide professional development for teachers in culturally relevant instruction

Objective 4: Promote enriched learning opportunities for all students

Benchmarks:

- *By September 2013, at least 65% of teachers report that they implement a substantial number of enriched learning opportunities, as evidenced by survey data*
- *By June 2017, at least 95% of teachers report that they implement a substantial number of enriched learning opportunities, as evidenced by survey data*

Strategies:

- Expand enriched learning opportunities in the curriculum as well as before and after school activities, including community service learning, field trips, internships, the arts, and community activities

Objective 5: Determine how to support the importance of world languages at LCCPS

Benchmarks:

- *By September 2013, a committee has been formed to explore ways of establishing supports and opportunities for students to reinforce their home language or learn a new language*
- *By June 2017, the board has voted on and the school has implemented a plan to address world languages*

Strategies:

- By September 2013, a committee has been formed, under the guidance of Academic Leadership, to explore ways of establishing supports and opportunities for students to reinforce their home language or learn a new language
- By June 2017, a recommendation will be brought to the board and the board will vote on whether a program can be designed as part of the academic program or the enrichment program using outside partnerships

Objective 6: Launch a summer academic program to provide target students with enrichment to prevent summer learning loss

Benchmarks:

- *By September 2013, a pilot summer academic program will have been launched in summer 2012*
- *By June 2017, a full summer academic program is in place. Pre- and post-test assessments indicate that students experience academic gains as a result of program participation*

Strategies:

- Convene a faculty-administration committee to plan for the launch of a summer learning program
- Launch the summer learning program as a pilot in Summer 2013
- Refine the program, based on lessons learned, and implement as a full-scale summer academic program in Summer 2014

Goal 3: Nurture a Respectful School Culture that Engages and Supports Students, Staff, and Families

Rationale

“The reason I keep my child in this school is because of all the effort and achievement made by its staff and faculty; that shows the academic and organizational success.” LCCPS parent

“The individual attention my daughter gets is great. She gets help when she needs it.”
LCCPS parent

Overall, there is high parent, student, and faculty satisfaction about the culture at LCCPS. All constituencies feel welcomed, respected, and supported. A 2012 parent survey found that 98% of parents feel welcome at LCCPS, 97% feel that their child is safe at school, 84% think the academic curriculum is challenging and rigorous, and 92% are satisfied with the school’s efforts to communicate with families. A second parent survey found that, in response to the question, *What do you value about the education your child is receiving?*, 77% of parents stated high academic expectations, 74% cited the quality of teachers, and 64% noted communication with the school. On an ESE-designed parent survey, 95% of LCCPS parents who participated reported favorably that the school facilitates their involvement, above the state average.

Likewise, a 2012 student survey found that 70% of students felt their teachers have high expectations for them, 87% stated that their teachers respect their culture, 92% noted that there are adults they can talk to at school about questions or problems. The high expectations and welcoming community are further evidenced by high student attendance (95.3%) above the state average, and 88% of students stated that they plan to graduate from college; this data is reinforced by teacher survey data which revealed that 100% of teachers have high expectations for each child’s academic achievement and 98% of teachers expect LCCPS graduates to graduate from college.

“Teachers and school leaders talked about a sharing and caring professional community, collaboration, commitment of adults to “not give up.” CCE Coach

Along with the improved school culture, student discipline has also markedly improved, partially due to the consistent implementation of responsive classroom strategies, as evidenced by the following comparison data:

	2010-2011	2011-2012
Out of School Suspensions	76	57
In School Suspensions	127	57
Detention	34	12
Restraints	21	4

Ninety percent of teachers believe they are supported in discipline matters and that the students understand expectations for their conduct.

With our successes come continued challenges that will be addressed through our Strategic Plan:

- **Discipline Is Still a Concern.** LCCPS in school and out of school suspension rates are still greater than three times the state average, and office referrals for discipline reasons are still high. Student and parent focus groups noted that bullying is still a problem.
- **Need for Stronger Engagement between Parents and Teachers.** While the school maintains clear communication with the community and does a good job of encouraging parent/guardian involvement, surveyed teachers did not feel that families help students achieve educational goals in the school (only 38% agreed), and only 55% of teachers felt that parents/guardians support teachers.

Objectives, Strategies, and Benchmarks

Objective 1: Build a school-wide culture of respect and shared leadership in order to reduce student discipline problems

Benchmarks:

- *By September 2013, the in school and out of school suspension rates will be reduced by 5 percentage points, student and parent surveys and focus groups will indicate that bullying has been reduced by 20%, and Responsive Classroom will be implemented well in at least 65% of classrooms, as evidence by administrator observations*
- *By June 2017, the in school and out of school suspension rates will be the same as or lower than the state averages, student and parent surveys and focus groups will indicate that bullying is not a significant problem, and Responsive Classroom will be implemented well in at least 90% of classrooms, as evidence by administrator observations*

Strategies:

- Adopt school-wide a set of student-friendly core values or habits of conduct that are posted in all classrooms and hallways, consistently reinforced by faculty, and communicated with parents/guardians
- Fully implement the Leader-In-Me program school-wide (that addresses character education and conflict resolution), including parents
- Ensure consistent implementation of Responsive Classroom strategies in every classroom
- Provide mentor and coaching support to all new teachers on effective classroom management

Objective 2: Build strong home-school partnerships

Benchmarks:

- *By September 2013, a minimum of 65% of faculty will indicate on the TELL MA survey favorable views of parents in assisting in their children's learning process and support of teachers, a minimum of 40% of parents have been engaged with the family center in some way, and a minimum of 50% of parents report that the school has assisted them in supporting their child's learning*
- *By June 2017, a minimum of 80% of faculty will indicate on the TELL MA survey favorable views of parents in assisting in their children's learning process and support of teachers, a minimum of 50% of parents report that they use Leader-In-Me strategies at home, a minimum of 60% of parents have been engaged with the family center in some way, and a minimum of 50% of parents report that the school has assisted them in their child's learning*

Strategies:

- Provide professional development to faculty on a framework and research base of viewing parents as assets, and strategies for engaging them as partners
- Investigate and implement research-based parent-faculty engagement strategies for diverse populations
- Create a family center in the school in which parents/guardians can gather, volunteer, meet with teachers, go to for assistance, etc.
- Work with the Parent Advisory to develop expectations for parents and faculty for parent-faculty engagement, and for engaging parents in the Leader-In-Me program

Goal 4: Ensure that LCCPS Has a High Quality Facility and Technology Infrastructure that Meets the Needs of Students and Families

Rationale

LCCPS was founded in 2000 and has maintained a lease with Appleton Mill No. 5 Realty Trust. The original lease was for approximately 60,000 square feet at 206 Jackson Street. In May of 2007 the school acquired additional square footage of 45,000 square feet at 300 Jackson Street. For the most part, the facility has served the school well; however, it does lack an adequate auditorium, gymnasium, playground, science labs, and space for a community garden. Despite its drawbacks, it is affordable, safe, accessible, and most faculty, parents, and students like it.

LCCPS does face some important challenges in future years:

Ensuring a Permanent, Upgraded Facility. The current lease makes up approximately 9% of our total annual expenses, and is expected to increase an average of 3% annually. Fixing this cost by purchasing our current facility or another facility would save the school millions of dollars over the future life of the school and provide a stable educational facility for our students and staff. Purchasing a building would also make it feasible and cost-effective over the years to invest in the building's infrastructure – improving the auditorium, gymnasium, science labs, and playground would enhance the instructional program.

Increasing the Use of Instructional Technology. The advent of the Common Core State Standards calls for an increase in the use of instructional technology within the curriculum. As we prepare our students for an increasingly technological, global world, we need to invest in infusing instructional technology throughout the curriculum. LCCPS seeks to be viewed as a model school for using instructional technology to educate a diverse, largely immigrant student population.

Objectives, Strategies, and Benchmarks

Objective 1: Purchase or negotiate a long-term lease for a permanent facility for LCCPS, with an established plan for upgrade that is underway, including gymnasium, playground and green space, auditorium, science labs, and a community garden

Benchmarks:

- *By September 2013, determined whether to purchase or lease a permanent facility and identified the facility*
- *By June 2017, purchased or leased long-term a permanent facility, and approved and embarked on a plan and fundraising campaign for upgrades to the gymnasium, playground, auditorium, library, science labs, and a community garden*

Strategies:

- Establish a board subcommittee on facilities, working with the Head of School and CFO, to develop a plan to secure a more permanent facility with the potential for upgrades

Objective 2: Increase the amount and use of instructional technology

Benchmarks:

- *By September 2013, increased the number of computers by 30 and the number of computer carts by one, and instituted a requirement for every student in grades three through six to engage in at least one technology-based research project each year*
- *By June 2017, increased the number of computers to be one computer for every two students and the number of computer carts to be one per grade level, and instituted a requirement for every student in grades three through six to engage in at least two technology-based research projects each year (using the Internet)*

Strategies:

- Require all teachers to increase the use of instructional technology that is embedded through the curriculum (e.g., research projects, sister school partnerships, interviews)

Goal 5: Strengthen the Stability of LCCPS

Rationale

“The teachers know my daughter well which shows that they spend quality time to understand each child’s individual needs.” LCCPS parent

Over the past two years, LCCPS has made great strides to stabilize leadership and faculty, launch an upward trajectory of student achievement, build a welcoming school climate, and provide support to families. LCCPS parents are steadfast in their support of the school, and clear about the benefits the school provides to their children. Eighty seven percent of students who could re-enroll at LCCPS (i.e., they did not graduate or move out of the city/region), did so. As of June 2012, there were 240 students on the LCCPS wait list.

LCCPS has also stabilized financially. The school has had consecutive unqualified audits with no substantial findings. A new Director of Finance & Operations, working alongside the Head of School, has brought in new financial controls and reporting methods that make the budget process more transparent.

The Board of Trustees has undergone transformation. An almost entirely new slate of trustees are now members of the board; they bring with them fresh perspective and passion for ensuring the continued promising progress of the school. Board members are active on committees, have good attendance, and have a 100% contribution rate to the school.

While LCCPS has made progress in building our infrastructure (finances, board of trustees, waiting list of enrollees), we are faced with several challenges as we look toward the future:

- **Student Attrition in the Upper Grades Is High.** Due to the loss of seventh and eighth grades, many families transfer their child to a Lowell Public elementary school so that they will be assigned to their middle school of choice (which contain grades 5-8) upon graduation. Ninety-six percent of parents would keep their child at LCCPS through the eighth grade if the middle grades were reinstated by ESE.

“I would love to have my child keep continuing her education with LCCPS. She has such a great desire to learn and enjoys going to school every day.” LCCPS parent

- **Developing Board.** The current roster of the Board of Trustees brings invaluable perspectives, insights, passion, and commitment to LCCPS. Currently, though, there are only eight active members, a relatively small size for a board. As well, there are key constituencies not represented on the board, for example, law firm (that could provide pro bono services), philanthropy, and city public and non-profit agencies.
- **Minimal Development Agenda with No Cash Reserves.** To date, LCCPS has no cash reserves to rely upon in situations when unexpected funds are needed or to plan for future capital expenses. As well, the school has relied on the Head of School to conduct most of the fundraising. With the hectic pace and long list of other responsibilities, there has not been

time to create development goals and plan, and actively pursue grants, business contributions, and private donors. Progress is in motion, however, with the insertion in the FY 2013 budget of a development coordinator.

Objectives, Strategies, and Benchmarks

Objective 1: LCCPS is financially secure, with a strong development program

Benchmarks:

- *By September 2013, attained a target of annually raising at least \$100,000 in external private foundation grants, contributions, donations, and event fundraising through a collaboration between the Board of Trustees and the development coordinator, and one percent of the annual budget has been placed into a cash reserve*
- *By June 2017, attained a target of annually raising at least \$200,000 in external private foundation grants, contributions, donations, and event fundraising through a collaboration between the Board of Trustees and the development coordinator, and developed a cash reserve of at least \$250,000*

Strategies:

- Create and implement a development plan, with established priorities, target goals, and timelines for fundraising. The plan should consider multiple revenue streams – foundation and state/federal grants, corporate contributions, private donors, and fundraising events
- Based on prior years and assuming modest growth, set overall fundraising targets each year; include prior year's fundraising actuals in the subsequent fiscal year's budget. In particular, raise funds for capital expenditures and technology infrastructure

Objective 2: LCCPS has been released from oversight by the Department of Elementary and Secondary Education (DESE)

Benchmarks:

- *By September 2013, LCCPS has made substantial progress and initiated conversations with ESE about being released from oversight*
- *By June 2017, LCCPS has been released from ESE oversight due to substantial progress in improving student achievement, stabilizing the board of trustees, and increasing parent demand*

Strategies:

- Continue the upward trajectory of student achievement and family recruitment, and petition ESE to be released from state oversight
- Engage ESE in the discussion of what criteria must be met in order to be released from state oversight

Objective 3: Reinstate grades 7 & 8 and expand enrollment to 750 students

Benchmarks:

- *By September 2013, have reinstated a K-8 grade format, added grade seven, and expanded enrollment to 685 students, and reduced attrition by 10% of LCCPS families who re-enroll in the school but do not enter at the beginning of the school year*
- *By June 2017, have returned to a K-8 grade format with an enrollment of 750 students, and reduced attrition by 50% of LCCPS families who re-enroll in the school but do not enter at the beginning of the school year*

Strategies:

- Continue the upward trajectory of student achievement, and petition ESE to allow the school to return to a K-8 school, burnishing our case with ample data on growth and impact on attrition in being confined to a K-6 school
- Create a plan that maps out the desired grade configuration and enrollment at each grade level
- Upon ESE approval, roll out the seventh and eighth grades over two years, beginning with sixth graders graduating to seventh grade

Objective 4: LCCPS has a stable, productive Board of Trustees

Benchmarks:

- *By September 2013, have a stable Board of Trustees that brings multiple resources to the school. Two additional board members have been added that bring pro bono legal assistance, fundraising expertise or connections, or educational knowledge*
- *By June 2017, have a stable Board of Trustees of 12 members that brings multiple resources to the school, for example, pro bono legal assistance, fundraising expertise or connections, and educational knowledge*

Strategies:

- Increase board membership to 12 members; recruit from key sectors that are currently not represented on the board
- Ensure that a Board orientation program is instituted for all new members

Goal 6: Expand LCCPS' Marketing Efforts

Rationale

LCCPS is in an advantageous position in terms of recruiting families and students to enroll in the school. Currently, the school has about 240 students on the waiting list. With the designation of LCCPS as a Level 1 school, signaling its emergence from being an underperforming school, and the visit of the Secretary of Education to praise the school's academic gains, the school is in an even more optimal position to recruit families and students. The school is fast becoming known as a school that provides a high quality education to low-income and immigrant students.

There are, however, some factors of which the school should be aware. The new charter school that will be starting up in Lowell will be a K-12 school that promotes providing students with a college-ready education. LCCPS will need to develop a clear marketing and branding effort to distinguish it from the new charter school.

Objectives, Strategies, and Benchmarks

Objective 1: Develop and implement a short- and long-term marketing and public relations plan to promote the school, focusing on LCCPS' success in preparing a diverse student population to be college-ready

Benchmarks:

- *By September 2013, have developed a branding message and marketing/public relations materials and website for recruiting families, faculty, and funders to LCCPS*
- *By June 2017, LCCPS has a strong brand, reputation, and marketing materials that ensure a substantial waiting list for enrollment, strong applicant pools for faculty positions, an expanded cohort of partnerships, and a growing base of individual and corporate donors*

Strategies:

- Hire a Development Director
- Working with the Board's Development Committee and the Center for Collaborative Education, develop LCCPS branding and marketing materials
- Use social media to expand LCCPS' outreach, including considering use of Facebook, LinkedIn, and Twitter
- Develop a more robust LCCPS website, with a goal of attracting families, faculty, partnerships, and funders
- Seek to increase the number of partnerships with area higher education institutions, corporations, social services agencies, etc.

6. Five-Year Performance Measures Used to Assess Progress

The following benchmarks will be used by the Board of Trustees to annually assess progress of the Strategic Plan:

Educator Evaluation

- At least 90% of faculty will be rated proficient or exemplary in the educator evaluation system

Staff Retention and Diversity

- Annual staff turnover rates shall be 10% or less
- Faculty diversity has increased annually for the five years of this plan

Student Achievement

- At least 60% of all students score Advanced/Proficient on state tests

Student Discipline

- The in school and out of school suspension rates will be the same as or lower than the state averages

Facilities

- Purchased or leased long-term a permanent facility, and approved and embarked on a plan and fundraising campaign for upgrades to the gymnasium, playground, auditorium, library, science labs, and a community garden

Technology

- Increased the number of computers to be one computer for every two students

Finances

- Developed a cash reserve of at least \$250,000

Grade Structure and Enrollment

- Have returned to a K-8 grade format with an overall enrollment of 750 students

Student Retention

- Reduced attrition by 50% the number of LCCPS families who re-enroll in the school but do not enter at the beginning of the school year

Board of Trustees

- The board has a full complement of members, representing a diversity of constituencies, and has remained stable over time

7. Financial Projections

The intent of the following five-year budget is to reflect the dedication to fiscal responsibility of LCCPS, including maintaining a positive cash flow. It should be noted that this five-year projection is based on many assumptions, several key ones listed below, that may or may not come to fruition, including lease agreements, health care costs and student headcounts. This projection will need to be reviewed periodically to account for fluctuation in the assumptions base.

The five-year budget presented represents LCCPS obtaining 75 additional students in 2014 and 75 additional students in 2015, bringing the total student population to 750 by the beginning of the 2015 school year, as well as all other provisions within the five-year strategic plan. All revenue is based on a growth percentage of 2% and all expenses (including health care), with the exception of Facilities and Compensation, are calculated with a growth percentage of 2.5%. The facilities cost is based on maintaining the current lease agreement as the current facility is adequate in size to house all 750 projected students. Until the direction of purchasing or leasing the current or other facility is determined, the current costs will act as a conservative estimate for facilities costs. While compensation has a growth percentage of 2.5%, year 2014 includes additional costs for 7th grade teachers, one additional gym teacher and an additional Assistant Principal. Year 2015 includes the cost of additional 8th grade teachers. Classroom sizes will remain constant with an average across all grades of 23 students. The number of classrooms will grow from 32 in 2014 to 36 in 2015 and remain at this level depending on the mix of students in each grade.

The capital and surplus budget includes funds for additional computers and the purchase of common core resources. Common core resources will need to be purchased for the additional 7th and 8th grade levels. LCCPS is also dedicated to creating one additional computer lab and obtaining one computer cart for each grade level within 5 years. Surplus funds will be utilized to fund summer school programs.

It should be noted that it is the intent of LCCPS to find a permanent facility location by June 2015. With the current lease set to expire at this time, a decision must be made within the next year.

LOWELL COMMUNITY CHARTER PUBLIC SCHOOL
750 Students
FIVE-YEAR BUDGET PROJECTIONS, FY 2014 - 2018

	2014	2015	2016	2017	2018
Projected Enrollment	685	750	750	750	750
Projected Tuition Per Student	\$12,867	\$13,125	\$13,256	\$13,388	\$13,522
Income:					
Tuition Reimbursement	8,814,101	9,843,485	9,941,919	10,041,339	10,141,752
Food Reimbursement	367,650	375,003	382,503	390,153	397,956
Fundraising	150,000	153,000	156,060	159,181	162,365
Grant Income	783,518	799,188	815,172	831,476	848,105
Other Income	193,895	197,773	201,728	205,763	209,878
Total Income	10,309,164	11,368,449	11,497,383	11,627,911	11,760,056
Expenses:					
Compensation	6,103,166	6,507,464	6,670,151	6,836,904	7,007,827
Benefits	996,082	1,020,984	1,046,509	1,072,671	1,099,488
Facility	1,217,500	1,254,050	1,290,858	1,327,929	1,365,271
Information Mgmt	95,855	98,251	100,708	103,225	105,806
Grant Expenditures	305,514	313,152	320,981	329,005	337,230
Student Support & Programs	301,165	326,650	334,816	343,187	351,766
Admin Expense	344,673	353,290	362,122	371,175	380,454
Utilities	95,000	97,375	99,809	102,305	104,862
Food Service	342,500	375,000	384,375	393,984	403,834
Total Expenses	9,801,455	10,346,216	10,610,327	10,880,386	11,156,539
Operational Surplus	507,709	1,022,233	887,055	747,526	603,517
Other Income (Expense):					
Interest Income	8,000	8,160	8,323	8,490	8,659
Misc Income	0	0	0	0	0
Interest & Debt Service Expense	0	0	0	0	0
Amortization Expense	100,000	98,435	99,419	100,413	101,418
Depreciation Expense	250,000	256,250	262,656	269,223	275,953
Total Other Income (Expense)	(342,000)	(346,525)	(353,752)	(361,146)	(368,711)
Total Surplus	165,709	675,708	533,303	386,379	234,806
# Classrooms	32	36	36	36	36
Average Class Size	23	23	22	23	22
Assumptions:					

* These figures assume the current lease remains in effect

* Assumes 2% growth in revenue and 2.5% growth in expenses.

Appendix

Strategic Planning Process

The Lowell Community Charter Public School strategic planning process was designed to be inclusive, with the commitment to gather and reflect the many voices of our students, parents/guardians, staff, administration, and Board of Trustees members. We recognized the importance of using the planning process as an opportunity to give voice to each community member's aspirations for the future LCCPS, the LCCPS of today, and the path we need to take to attain our vision.

In March 2012, Center for Collaborative Education staff met with the LCCPS Head of School and Board of Trustees chairperson and head of the Strategic Planning Committee (SPC) to plan out a timeline and process.

Over April and May, the Head of School and SPC board chairperson conducted a selection process for the faculty and parent representatives of the Strategic Planning Committee. Faculty and parents were invited to apply to the committee, and selections were made based on ensuring diversity representative of the grades, programs, and demographics of the school. The selected SPC consisted of the following members:

Susie Chhoun, Assistant Teacher
Rita Da Silva, Parent
Kathy Egmont, Head of School
Dan Jette, Director of Finance and Operations
Carol Keirstead, Board of Trustees, Chairperson
Hung Mai, Board of Trustees, SPC Chairperson
Tyrone Mowatt, Board of Trustees, Vice-Chairperson
Jeff Nunes, Third Grade Teacher
Sonya Patton, External Programs Manager
Carey Reve-Hildebrant, Academic Achievement Specialist
Bridget Russo, Sixth Grade Teacher
Kim Shanahan, Kindergarten Teacher and Parent

The Strategic Planning Committee, with CCE's facilitation, met six times, including a day-long retreat, in May and June 2012. During that time, the committee engaged in the following work:

- Review and revise the LCCPS mission and beliefs
- Identify aspirations for the future LCCPS
- Review and analyze LCCPS data on multiple indicators of student demographics and performance, and staff demographics and qualifications to identify LCCPS strengths and challenges
- Engage in data-based inquiry cycles to determine the cause(s) of priority challenges and identify solutions

Simultaneously, CCE, with assistance from the Head of School, conducted parent, staff, and student focus groups on their aspirations for the future LCCPS and surveys on the

current state of LCCPS. The survey and focus group data was analyzed by the Strategic Planning Committee.

Out of the work of the Strategic Planning Committee, and the parent, student, and staff survey and focus group data emerged the foundation for this strategic plan. The goals and action steps outlined in this plan are an integration of the aspirations we heard as well as the challenges we identified through examination of the data.

A draft plan was vetted by the Strategic Planning Committee and LCCPS staff in early September 2012, and a revised draft was reviewed by the Board of Trustees in mid-September 2012. Based on their feedback, the final draft was prepared for review and approval by the Board of Trustees at the November 2012 meeting.

A Visual Representation of the LCCPS Strategic Planning Process

