

Application for Renewal of a Public School Charter

Cape Cod Lighthouse Charter School

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COVER LETTER

The Cape Cod Lighthouse Charter School has charged into its third decade with the confidence and stability deserving of an institution that has carved out a solid and vital place in the educational ecosystem of Cape Cod. In several important ways, the three years in this current charter period have been uneventful. School leadership has remained stable and effective. Staff turnover is low, and on the rare occasion when staff are replaced, usually due to retirement or relocation, talented teachers apply to join our team. Applications for the school's lottery have reached record numbers. Kids and their parents want to be part of the Lighthouse experience.

CCLCS has consistently attracted students with disabilities above the CPI state target numbers, and we have recently hit our targets with other equity categories. We are proud of the fact that our reputation for serving all students well is growing across Barnstable County.

Our school is fiscally sound, especially now that we have settled into a facility that we own. Facility costs have dropped from a "danger zone" 20% of the school budget down below the state average. This has allowed us to aggressively improve staff compensation, and will allow us create solid fiscal plans moving forward.

Our school staff have become regional leaders in the national dissemination of best practices, and we continue to work hard to refine our curricular and assessment practices.

CCLCS continues to maintain a strong, professional board of trustees who understand the school and its place in the regional educational landscape. The Lighthouse School is a great place to work, teach and learn and, as we bore deeper into our third decade, we are working to continually improve.

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CAPE COD LIGHTHOUSE CHARTER SCHOOL

Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Harwich, MA
Regional or Non-Regional?	Regional	Chartered Districts in Region (if applicable)	Sandwich, Bourne, Barnstable, Mashpee, Monomoy, Nauset, Truro, Provincetown, Falmouth
Year Opened	1995	Year(s) Renewed (if applicable)	2000, 2005, 2010, 2015
Maximum Enrollment	250	Current Enrollment	243 (7/19/18)
Chartered Grade Span	6-8	Current Grade Span	6-8
# of Instructional Days per school year	180	Students on Waitlist	168 (7/19/18)
School Hours	8:40-2:55	Age of School	23 years

Mission Statement : Cape Cod Lighthouse Charter School seeks to provide a supportive and challenging learning environment for middle school students, where teachers foster intellectual development and academic achievement in an atmosphere that celebrates learning as a lifelong pleasure. We appreciate and understand middle school-aged students. We enjoy the often undervalued creativity and intellectual potential of this age group. We strive to provide an emotionally safe and supportive community, encouraging students to develop their strengths and risk new growth, while pursuing an academically rigorous curriculum. Wherever possible, students learn through experience, allowing them to be engaged in the process of discovery and to see the practical applications of classroom lessons. Looking beyond the walls of the classroom, we collaborate with local partners to utilize the unique natural and creative resources on Cape Cod, and reach out to global partners to broaden our cultural understanding and knowledge. Our graduates take with them the values of personal responsibility, consideration for others, respect for the environment, academic integrity, creative expression, and perseverance.

Criterion 1a: Mission and Key Design Elements

Evidence shows that the Cape Cod Lighthouse Charter School has been successful in fulfilling the promises elucidated in its mission and key design elements.

KEY DESIGN ELEMENT 1: CCLCS will provide students with rich, project based learning experiences which cross disciplines and engage students with the larger community.

The CCLCS curriculum remains rich in deep project oriented work. This is demonstrated through:

- To date, twenty projects have been through the school’s peer review/validation process across the three grades. This puts us on target to reach this goal by the end of the charter term.
- Parent survey data reinforces the perception that CCLCS is meeting this key design element. Table 1-1 summarizes parent survey data from the last five years.

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

Table 1-1	2013-14	2014-15	2015-16	2016-17	2017-18
Challenging, hands-on curriculum	76 (99)	80 (99)	85 (99)	79 (97)	83 (100)
Rich project curriculum	73 (98)	74 (98)	81 (97)	80 (97)	88 (100)

KEY DESIGN ELEMENT 2: CCLCS will continue to develop rigorous, curriculum aligned performance based methods of assessment that reach beyond traditional tests across all grades and disciplines.

CCLCS consistently provides students alternative methods to demonstrate content mastery and skill proficiency. This includes:

- Assessment validation sessions, including both performance based and traditional tests
- Validation tool includes alignment to state and national standards, as well as measured DOK levels and diversity of task
- A close look at the “assessment landscape”, driven by the goal of diversifying and validating each content area curriculum portfolio
- Data shows that the majority of students consistently score well on high quality, validated assessments
- Parent survey data indicates (98% agree & strongly agree) that students experience a “rich project curriculum” during their CCLCS tenure
- Student survey indicates a strong score (4 out of 5) for “educators use multiple learning and teaching approaches”, and (4.4 out of 5) for “varied and ongoing assessments that advance learning as well as measure it”

KEY DESIGN ELEMENT 3: CCLCS will provide students with curricular, social and emotional experiences that teach to and nurture the whole child, beyond requirements in the traditional curriculum frameworks.

CCLCS prides itself on teaching to the whole child and, for many years, has been a model for other schools. This is evidenced by:

- High percentages on parent survey (all 96% or higher) indicated students feel “welcome, valued & safe”. See Table 1-2.
- A wide range of Seminar and extra-curricular offerings which allow community members to get to know each other in new ways and support exploration of interests and curiosity
- Attendance data for multiple, annual field trips that foster community building at each grade level, as well as school wide
- Student data indicates high scores (all 4.0 out of 5 or above) regarding “an inviting, safe, inclusive and supportive” environment
- Student data indicates high score (4.2 out of 5) regarding “support services to help me be successful”

KEY DESIGN ELEMENT 4: CCLCS will maintain governance systems that nurture and revolve around teacher leadership.

The work of the faculty and staff drive much of the success at CCLCS. This includes:

- Contributions to committee work by all staff members, including chairing and co-chairing
- Staff presentations of best practices at faculty level, as well as in the community
- Curriculum coordinators help to design and execute PD experiences for staff

- 6 staff members have presented on a national level at multiple conferences
- Leadership rubric to be refined this school year by the Staff

KEY DESIGN ELEMENT 5: CCLCS will collaborate with local, regional and global partners to connect student learning to real world applications.

The CCLCS community believes in fostering community connections in an effort to make learning relevant and engaging, as well as to create responsible local and global citizens. This is demonstrated through:

- Strong data from parent survey indicates satisfaction with school’s connection to the community. See Table 1-4.
- Ongoing collaboration with a Sudanese organization. This work is grounded in an interdisciplinary unit and includes a total of 5 water wells installed in small villages
- An exchanges program with CCLCS’ sister school in Sakata, Japan
- 100% attendance rate for Community Service day, with work completed on sites across Cape Cod
- Seminar program offers multiple pathways to connect with the community, including intergenerational experiences at local retirement facility, data collection at the National Seashore, mentoring elementary aged children at local pre-schools, etc.
- Student government field trips to local and state level events

KEY DESIGN ELEMENT 6: Teachers from CCLCS will make national and regional presentations annually to share project based learning exemplars.

Our staff continues to disseminate high quality teaching practices annually. This is evidenced by:

- 6 staff members have presented on a national level at multiple conferences
- a total of 18 national conferences led by CCLCS staff members in the charter period

KEY DESIGN ELEMENT 7: Teachers from CCLCS will publish articles in trade publications in order to share curriculum exemplars over the course of this charter term.

Teachers at CCLCS continue to publish books and articles in various content areas that are sold nationally.

KEY DESIGN ELEMENT 8 (REACH): Students at CCLCS will show growth on both academic and mission-based qualities during their tenure at CCLCS.

Our graduates take with them both hard and soft skills. They enter high school as competent and confident students. This is observed through:

- a continuously growing Portvisory curriculum and program
- Student and parent feedback indicates high success rates at the school’s annual “Night of Knowledge”

- Portvisory Department Head was asked to formally present the CCLCS Portvisory program at a national conference

Table 1-2	2013-14	2014-15	2015-16	2016-17	2017-18
Felt welcome	81 (97)	83 (100)	86 (98)	82 (98)	87 (97)
Child valued	73 (96)	82 (98)	78 (94)	75 (96)	72 (95)
Felt safe	70 (96)	87 (97)	80 (99)	76 (97)	82 (97)

Table 1-3	2013-14	2014-15	2015-16	2016-17	2017-18
Curriculum for success	71 (98)	75 (98)	73 (99)	72 (98)	72 (99)
High academic standards	68 (97)	76 (100)	77 (98)	74 (96)	79 (99)

Table 1-4	2013-14	2014-15	2015-16	2016-17	2017-18
Resource partners	64 (96)	68 (93)	69 (95)	67 (94)	75 (96)
Cape Cod environment	70 (97)	82 (99)	76 (98)	75 (96)	85 (99)
Global focus	75 (100)	85 (100)	80 (98)	81 (97)	87 (99)

Table 1-5	2013-14	2014-15	2015-16	2016-17	2017-18
Satisfied with education	84 (99)	87 (100)	90 (99)	87 (98)	83 (99)

Criterion 1B: Amendments: Table 1-6

Date	Amendment Requested	Approved?
4/2015	Admissions policy change to allow admissions preference for faculty children	Denied
8/ 2015	Accountability Plan revision	Approved
1/2016	Expulsion Policy revision	Approved
2/2016	Accountability Plan revision	Approved
4/2018	Bylaws revision to enhance recruitment policies	Denied- recommendation to rewrite bylaws as a whole to bring into compliance

Criterion 2: Access and Equity

Criterion 2A- Enrollment Data

Tables 2-1 and 2-2, taken from the CHART tool, summarize the Lighthouse School's enrollment data through the last five years. The tables show that CCLCS has met 20 out of 24 targets in the last five years, including all targets for the 2018 school year. We consistently exceed Comparison Index percentages for students with disabilities, and have for many years dating back before this charter period. We believe this is due to the outstanding job the school does in teaching students with disabilities. Recruitment of students with disabilities is easy due to the school's strong reputation in this area. The school's percentage of low income students has more than doubled during this charter period. Recruitment of ELL students has been more challenging, given the low incidence of ELL students in our area. Still, we have reached our targets these past two years, and are committed to continued aggressive recruitment in this area.

Data are shown in school%/Comparison Index/Growth Target for ELL, Disability and Low Income categories, and School %/ Growth Target for African American, Asian and Hispanic categories

Table 2-1	2014	2015	2016	2017	2018
ELL	0/.8/.4	0/.6/.5	0.4/.8/1	0.8/1.3/.7	1.2/1.5/.9

Disabilities	14.2/11.8/12.5	15/12.7/12.5	16.7/12.6/12.6	13.2/12.5/12.6	13.6/12.9/12.7
Low Income	9.6/22.1/NA	11.7/15.7/11.7	13.8/17.6/12.5	14.4/18.7/13.3	19/21.1/14.1
African American	2.1/1.0	1.7/1.2	1.7/1.4	1.2/1.6	2.9/1.8
Asian	1.7/0	1.7/0.1	1.3/0.1	1.2/0.2	0.8/0.2
Hispanic	2.1/2.8	2.9/2.9	4.2/ 3.0	4.5/ 3.1	4.1/ 3.2

Have we met enrollment targets?

Table 2-2	2014	2015	2016	2017	2018
ELL	no	no	no	yes	yes
Disabilities	yes	yes	yes	yes	yes
Low Income	NA	yes	yes	yes	yes
African American	yes	yes	yes	no	yes
Asian	yes	yes	yes	yes	yes
Hispanic	no	yes	yes	yes	yes

Criterion 2B- Retention Data

As seen in Table 2-4, CCLCS has met all retention targets after the 2014 school year. The 2014 school year marked the time when several local school systems made a transition to starting high school in eighth grade. Several of our seventh grade students were recruited to play sports in their home districts. After 2014, we developed several strategies to help with retention of rising eighth grade athletes. These have included summer sports programs, recruitment of paid coaches instead of volunteers, and the completion of two playing fields at the school.

Data are shown in school %/ 3rd quartile %

Table 2-3	2014	2015	2016	2017	2018
ELL	NA	NA	NA	0/ 2.0	0/ 11.8
High Needs	18.2/ 8.7	3.8/ 10.7	2.0/ 11.4	2.4/ 7.9	5.0/ 12.1
Low Income	22.2/ 10.8	3.1/ 11.8	3.6/ 13.7	0/ 9.9	5.0/ 11.7

Disabilities	11.1/ 6.3	3.8/ 9.9	3.6/ 12.6	3.8/ 9.9	4.8/ 12.4
All Students	6.0/ 7.5	3.1/ 6.6	2.5/ 9.3	3.1/ 8.7	6.7/ 8.2

Have we met retention targets?

Table 2-4	2014	2015	2016	2017	2018
ELL	NA	NA	NA	yes	yes
High Needs	no	yes	yes	yes	yes
Low Income	no	yes	yes	yes	yes
Disabilities	no	yes	yes	yes	yes
All Students	yes	yes	yes	yes	yes

Criterion 2c- Website

The following are links to the school’s website information for Special Education and English language learners.

<http://www.cclighthouseschool.org/special-education>

<http://www.cclighthouseschool.org/edl>

Criterion 2d- Suspensions and Expulsions

We practice progressive discipline at the Lighthouse School, based on growth model beliefs, requiring students needing discipline beyond ordinary classroom interventions to reflect on and learn from their behavioral patterns. We have never expelled a student in the history of the school. Suspensions are rare tools in this disciplinary system. As seen in the tables taken from the available CHART data, CCLCS’ suspension rates tend to be lower than comparative medians.

In school suspensions for years when data is available, reported as CCLCS/ median

Table 2-5	2013	3.7/ 1.7
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All Students	0.4/ 2.9	0/ 2.0
Hi Needs		0/ 0
ELL		0/ 1.1
Special Education		0/ 0.8
Low Income		3.7/ 1.7

Out of school suspensions for years when data is available, reported as CCLCS/ median

Table 2-6	2013	2017
All Students	3.0/ 3.1	0/ 1.1
Hi Needs		0/ 1.1
ELL		0/0
Special Education		0/ 0.9
Low Income		0/ 0

Criterion 3: Compliance

CCLCS is in compliance with all applicable state laws and regulations. In conjunction with the current charter renewal, the CCLCS Board of Trustees will be updating its bylaws to ensure that this document remains in compliance with current requirements for this document.

The school's latest Coordinated Program Review took place in the 2013-14 school year, and we received a Mid-Cycle Review in May, 2017 in which we were found in compliance with all criteria reviewed. In addition, the school was found to be in compliance after a Food Service Administrative Review in 2018.

Criterion 4: Dissemination

Faculty at the Cape Cod Lighthouse Charter School continue to prioritize disseminating ideas around innovate project-rich curriculum, instruction and student supports to local and national audiences. Table 4-1 below outlines the recent efforts of the staff, including 13 national presentations since 2015.

Table 4-1 Best Practice Shared	Year	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Charter School Performance Criteria that best aligns to the shared best practice	With whom did the school disseminate its best practices? (Partners and Locations)	Result
<i>The Body Biology Project:</i>	2015	Presentation, National Science Teacher Association Annual Convention	Curriculum	Conference Attendees	Curriculum Unit
<i>Art and Ancient History</i>	2015	Presentation, Metropolitan Art Museum Educator Fair Share	Curriculum, Mission and Key Design Elements	Conference Attendees	Resource Package
<i>Student Teacher: 8th Grade Math</i>	2015	Student teacher for a month long placement with Liz Novak, 8th grade math teacher	Curriculum, Instruction	Student Teacher (Kelsey Sorensen)	Best practice share
<i>Avian Study Skins in Teaching Taxonomy and Adaptation</i>	2015	Presentation, Cape Cod Museum Natural History Museum	Curriculum	Conference Attendees	Curriculum Unit
<i>Student Teacher Observation</i>	2015	Student teacher conducted classroom observations throughout the school	Instruction	Student Teacher (Casey Kavanagh)	Best practice share
<i>How to Get Students Involved in Natural History</i>	2015	Presentation, Massachusetts Audubon's Annual Natural History Conference	Curriculum	Conference Attendees	Resource Package
<i>The Effectiveness of Mindfulness in Middle School</i>	2015	Presentation, Cape Cod Community College	Social, Emotional and Health Needs	Conference Attendees	Resource Package
<i>Data Literacy for Science Teachers:</i>	2016	Presentation, National Science Teacher Association Annual Convention	Curriculum	Conference Attendees	Curriculum Unit
<i>Art, Artifacts and Ancient History</i>	2016	Presentation, National Council for the Social Studies Annual National Conference	Curriculum	Conference Attendees	Curriculum Unit
<i>Teaching the Ancient Art, Artifacts & Daily Life Project</i>	2016	Presentation, National Council for History Education National Conference	Curriculum	Conference Attendees	Curriculum Unit

<i>Strategies for Navigating Reading Disabilities in an Inclusion Classroom</i>	2016	Presentation, International Dyslexia Association's Annual Conference	Curriculum, Supports for Diverse Learners	Conference Attendees	Resource Package
<i>Fostering Citizenship: Engaging Students in a Town Meeting Project</i>	2016	Presentation, National Council for the Social Studies Annual National Conference	Curriculum, Mission and Key Design Elements	Conference Attendees	Curriculum Unit
<i>Implementing Project based Learning</i>	2017	DESE Dissemination Fair	Curriculum, Mission and Key Design Elements	Conference Attendees	Resource Package
<i>Complex Case Analysis</i>	2017	Host and Participants, Southeast MA Cluster Partnership Meeting	Supports for Diverse learners	Participating Charter School	Best Practice Share
<i>Making Waves</i>	2017	Presentation, Massachusetts Association of Science Teachers	Curriculum	Conference Attendees	Curriculum Unit
<i>Wampum Bead Making: An Interdisciplinary Project</i>	2017	Presentation, Cape and Islands Art Educators Association	Curriculum, Instruction	Conference Attendees	Curriculum Unit
<i>What's a CER and Why do I Need One?</i>	2017	Presentation, National Science Teacher Association Annual Convention	Instruction	Conference Attendees	Resource Package
<i>Student Teacher, Speech Language Pathologists</i>	2017-2018	Year long student teacher placed with Speech- Language pathologist	Curriculum, Instruction	Student Teacher (Meredith Baptist)	Best practice share
<i>Strategies for Navigating Reading Disabilities in an Inclusion Classroom</i>	2017	Presentation, Association for Middle Level Education	Curriculum, Supports for Diverse Learners	Conference Attendees	Resource Package

<i>The Power of Choice in the Reading Classroom</i>	2017	Panel Discussion, Association for Middle Level Education	Instruction	Conference Attendees	Resource Package
<i>The Walk for Water</i>	2017	Presentation, National Council for the Social Studies Annual National Conference	Curriculum	Conference Attendees	Curriculum Unit
<i>How do Modern Events Jeopardize the Preservation of History & Heritage?</i>	2017	Presentation, National Council for the Social Studies Annual National Conference	Curriculum	Conference Attendees	Curriculum Unit
<i>Southeast WIDA Prime PD Series</i>	2017	Participants, Massachusetts Charter Association Southeast Region PD series on Supporting EL Students	Curriculum, Social Emotional and Health Needs	Other Participating Charter Schools	Best Practice Share, Resources
<i>How to Teach Copper Enameling</i>	2017	Demonstration, Cape and Islands Art Educators Association	Instruction	Conference Attendees	Curriculum Unit
<i>Student Teacher Observations</i>	2017	Student teacher from Monomoy Regional Schools seeking an administrative degree conducted administrative observations	Instruction, Mission and Key Design Elements	Student Teacher (Karen Guillemette)	Best Practice Share
<i>“Port-visory” : Integrating Advisory, Reflections and Portfolio’s into a Middle School</i>	2018	Presentation, New England League of Middle School’s Annual Conference	Social, Emotional and Health Needs	Conference Attendees	Resource Package
<i>“Port-Visory” : Integrating Advisory, Reflections and Portfolio’s in a Middle School</i>	2018	Workshop, New England League of Middle School’s Summer Workshop Series	Curriculum, Social, Emotional and Health Needs	Workshop Attendees	Resource Package
<i>Teaching History through Material Culture</i>	2018	Presentation, Association for Middle Level Education	Curriculum	Conference Attendees	Resource Package

Criterion 5: Student Performance

A. Standardized Exams

The Cape Cod Lighthouse Charter School continues to be an academically successful school, as evidenced by the scores summarized in the data below. Students at the CCLCS continue to score above the state and regional average on the MCAS exam.

Link to Report Card on DESE :

http://profiles.doe.mass.edu/mcas/achievement_level.aspx?linkid=32&orgcode=04320000&orgtypecode=5&

B. Non-MCAS Assessments

Students at the Cape Cod Lighthouse Charter School engage in a wide variety of student performance assessments. As stated in the Accountability Plan, CCLCS will provide students with project rich learning experiences and will continue to develop rigorous, curriculum-aligned performance-based methods of assessment that reach beyond traditional tests across all grades and disciplines. During the last four years, the staff at CCLCS has been making progress towards our goal of validating this diversified suite of performance assessments. Inspired by our multi-year relationship with the Center for Collaborative Education, which provided templates and protocols for validating the depth of knowledge of assessments, our administration and department heads worked to create internal validation protocols for performance assessments. This work started first with protocols focusing mostly on 8th grade capstone projects in 2015, to protocols for unit projects at all grade levels in 2016, to validation protocols for more “traditional” tests and quizzes in 2017-2018. The following chart is a snapshot of data staff has started to collect as part of this effort. During our next charter cycle our goals will continue to include validating assessments, and to streamline our data collection process so that future tables will provide a complete and validated look at student performance.

Table 5-1 Grade	Content Area	Project/Assessment	% of Students 75% and Higher 15/16	% of Students 75% and Higher 16/17	% of Students 75% and Higher 17/18
6	ELA	Pilgrim/Wompanoag Research Essay		93.75%	98.7%
		Compare/contrast paragraph (<i>Mountain Meets the Moon</i>)		95%	n/a
		<i>Seedfolks Character Analysis</i>		96.25%	95.06%
6	Science	Hierarchy Of Matter		96.25%	96.3%
		Pond Project		100%	95.0%
		Adaptation Project		98.75%	96.3%
6	Social Studies	<i>Latin America Country Project</i>		95%	92.3%
6	Exploratory (XP)	Adaptation Coding Project		100%	100%
7	ELA	Compare/contrast Essay		92.77%	
		Milkweed Essay		90.36%	
		Outsiders Essay		92.77%	
7	Social Studies	Mesopotamia Project		89.15%	85.1%
		Greece Project		92.77%	98.7%
8	ELA	Benchmark Essay Performance Assessment	78%	98.75%	100%
		Personal Essay		100%	100%
8	Science	Body Bio Project	95%	96.25%	86.4%
		<i>Engineering & Design</i>		100%	90.1%

8	Social Studies	<i>Constitution</i>		98.75%	90%
		Artifact		97.5%	97.5%
		Town Meeting Project		98.75%	100%
8	World Language	Spanish: Global Simulation Project	75%	95.0%	100%
		French: Global Simulation Project		88.75%	

Criterion 6: Program Delivery

A. Curriculum: The CCLCS curriculum successfully prepares students for high school and beyond. Both parent and student data strongly support that the curriculum is rigorous. Student survey data indicates that the curriculum is “challenging, exploratory, integrative, and relevant” (score of 4.0 out of 5). Similarly, parent survey data consistently suggests that students are gaining the appropriate content knowledge and skill set in ELA, Math, Science and Social Studies (see table below). To ensure the continued success of the curriculum, CCLCS has implemented several measures and processes, including:

- Summer workshopping in all content areas
- The creation and refinement of assessment validation tools
- Documentation of all curricular units using McTighe & Wiggin’s *Understanding by Design* approach
- Monthly Department meetings to discuss and create vertically aligned academic experiences
- Weekly Team meetings to discuss and create horizontally aligned academic experiences

B. Instruction: High quality instruction is one of the driving forces behind CCLCS’ academic success. Student survey data provides evidence (a score of 4.2 out of 5) that students are actively engaged in authentic and purposeful learning, where teachers are well prepared and hold student success at the utmost importance. Parent survey data, summarized below in Table 6-1, also supports that teachers are knowledgeable and passionate about their subject matter. Teachers at CCLCS understand that high quality instruction is varied, exciting and relevant. They provide multiple opportunities for students to demonstrate proficiency and classroom environments promote learning.

C. Assessment and program evaluation: In addition to state measurements, CCLCS utilizes other tools and data to help assess program effectiveness and success. CCLCS uses and compares annual parent survey data to help drive academic decision making. More recently, the school implemented a student

survey to gain further insight into the student experience (academic and social/emotional) at CCLCS. Furthermore, a total of 20 performance based assessments and 12 traditional assessments have been examined through a validation process, which includes accuracy of alignment, relevancy of guiding questions, diversity of tasks and other standards of high quality assessments.

D. Supports for diverse learners:

CCLCS has clearly defined pathways to help identify and support students in academic need, including students with disabilities and English learners. The Coordinated Program Mid-Cycle Review conducted in April of 2017 indicated that CCLCS is in complete compliance regarding supports for diverse learners.

Table 6-1	2013-14	2014-15	2015-16	2016-17	2017-18
ELA	71 (95)	82 (99)	77 (96)	77 (98)	72 (96)
Math	74 (97)	77 (96)	83 (98)	74 (96)	73 (99)
Social Studies	77 (97)	77 (97)	80 (95)	77 (99)	77 (98)
Science	72 (98)	85 (99)	79 (98)	73 (98)	77 (99)
World Language	37 (63)	47 (69)	44 (66)	50 (78) Spanish	41 (78) Spanish
Art	68 (97)	73 (93)	65 (92)	61 (92)	60 (85)
Physical Education	44 (81)	51 (84)	56 (89)	50 (82)	48 (84)
Computers	52 (87)	63 (87)	61 (91)	60 (93)	54 (88)
Seminars	68 (96)	72 (97)	74 (95)	68 (96)	73 (94)

Criterion 7: Culture and Family Engagement

7a. Social, Emotional and Health Needs

The Cape Cod Lighthouse Charter School is known throughout Cape Cod as a middle school with a strong, inclusive culture. The emphasis on “teaching to the whole child”, our innovative programming (such as seminars, portvisory, and a commitment to field trips and collaborating with the community), and our dedicated staff allow students to grow in ways above and beyond traditional academics. Data summarized in Table 7-1 supports the notion that we have a strong school community.

Table 7-1 8th Grade MCAS Climate Survey (2017-2018)

Indicator	CCLCS	State Average
Average Overall School Climate index score	58	45
Average Safety index score	58	46
Average Environment index score	56	45

A school climate survey, summarized in Table 7-2, was crafted to help guide a professional development workshop in April 2018. Two surveys were created, one for staff and one for students, using the 4 essential attributes and 16 characteristics of a highly effective middle school as outlined in the Association for Middle Level Education’s position paper “*This We Believe*”. The survey was disseminated via email and completed by 23 staff members and 227 students. Students took the survey in an academic class (6th: Exploratory, 7th: Social Studies, 8th: Social Studies).

Table 7-2: STAFF CLIMATE SURVEY DATA. Scale of 1-5, where 5 is outstanding

QUESTION	RESPONSE
Do students and teachers engage in active, purposeful learning?	3.7
Is the curriculum challenging, exploratory, integrative, and relevant?	4.0
Do educators use multiple learning and teaching approaches?	3.0
Teachers value adolescents and are prepared to teach them	3.7
Is there varied and ongoing assessments that advance learning as well as measure it?	3.9
Is there a shared vision developed by all stakeholders that guides every decision?	3.4
Are the leaders committed to and knowledgeable about this age group, educational research, and best practices?	4.3
Do the leaders demonstrate courage and collaboration?	4.1
Is there ongoing professional development that reflects best educational practices?	4.0
Are there organizational structures that foster purposeful learning and meaningful relationships?	3.4
Is the school environment inviting, safe, inclusive, and supportive of all?	4.1
Is every student's academic and personal development guided by an adult advocate?	3.1
There are support services here to help students be successful	n/a

STUDENT CLIMATE SURVEY DATA. Scale of 1-5, where 5 is outstanding

QUESTION	RESPONSE
Do students and teachers engage in active, purposeful learning?	4.0
Is the curriculum challenging, exploratory, integrative, and relevant?	4.0
Do educators use multiple learning and teaching approaches?	4.0
Teachers value adolescents and are prepared to teach them	4.7
Is there varied and ongoing assessments that advance learning as well as measure it?	4.4
<i>Is there a shared vision developed by all stakeholders that guides every decision?</i>	<i>n/a</i>
<i>Are the leaders committed to and knowledgeable about this age group, educational research, and best practices?</i>	<i>n/a</i>
<i>Do the leaders demonstrate courage and collaboration?</i>	<i>n/a</i>
<i>Is there ongoing professional development that reflects best educational practices?</i>	<i>n/a</i>
<i>Are there organizational structures that foster purposeful learning and meaningful relationships?</i>	<i>n/a</i>
Is the school environment inviting, safe, inclusive, and supportive of all?	4.1
Is every student's academic and personal development guided by an adult advocate?	4.0
There are support services here to help me be successful	4.2

7B. Family Engagement

Family engagement is welcomed and encouraged at the Cape Cod Lighthouse Charter School. Staff welcome communication with families through face-to-face meetings, email and the use of online gradebooks. Parents frequently volunteer to teach seminars, chaperone field trips, and speak to classes about their areas of expertise. For example, in the 2017-2018 school year a 6th grade parent shared his knowledge of sculpting, a 7th grade grandparent shared his experience being a Holocaust survivor, and an 8th grade parent shared her experience living on a Native American Reservation.

Families consistently report that they feel supported by the school. Table 7-3 shows the results of the end of the year parent survey about their experience with the school. As with all parent survey results, the first number is the percentage of parents who strongly agree with a positive statement on the topic, and the second number is the percentage of parents who strongly agree plus the percentage who agree.

Table 7-3	2013-14	2014-15	2015-16	2016-17	2017-18
<i>Felt welcome</i>	81 (97)	83 (100)	86 (98)	82 (98)	87 (97)

<i>Child valued</i>	73 (96)	82 (98)	78 (94)	75 (96)	72 (95)
<i>Felt safe</i>	70 (96)	87 (97)	80 (99)	76 (97)	82 (97)
<i>Strong counseling, guidance</i>	52 (83)	49 (80)	50 (80)	46 (85)	57 (85)
<i>Safe environment</i>	85 (97)	87 (99)	81 (98)	76 (97)	78 (96)

Table 7-4 summarizes programmatic elements designed to promote student engagement and connection to the school.

Table 7-4

Evidence	Years	Purpose/Description	Addresses
<i>Homeroom Groups</i>	2014, 2015, 2016, 2017, 2018	Homeroom teachers meet with students daily to eat lunch with students, fostering strong relationships	Social, Emotional Health
<i>Student Support Staff</i>	2014, 2015, 2016, 2017, 2018	Full time School Nurse Full time School Psychologist Full time Speech-Language Pathologist Part time Occupational Therapist	Social Emotional Health Physical Health
<i>Student Support Committee</i>	2014, 2015, 2016, 2017, 2018	Meets every other week to discuss and create action plan for students who are struggling	Social Emotional, Health
<i>Portvisory</i>	2014, 2015, 2016, 2017, 2018	Groups of 10-15 students that meet with a staff member over three years to focus on building a portfolio binder. Includes goals for each term, example work, reflections. Engages in conversations and activities centered around a school wide advisory theme for the month	Social Emotional, Academic Success
<i>Extended Field Trips</i>	2014, 2015, 2016, 2017, 2018	Extended Overnight field trips, aimed at building social, cognitive and community skills	Social, Emotional Health Physical Health

<i>Seminar Program</i>	2014, 2015, 2016, 2017, 2018	Meeting once a week for 1 1/2 hours a session, the seminars are a way for students and teachers to explore in-depth subjects which might not be covered under the traditional parameters of a middle school curriculum.	Social Emotional, Physical Health, Academic Success
<i>"Different Together"</i>	2014, 2015, 2016, 2017, 2018	A student group that meets weekly and focuses on discussing and supporting the LGBTQ community	Social Emotional, Health
<i>Social Support Groups</i>	2014, 2015, 2016, 2017, 2018	A variety of social support groups formed as needed to foster skill development in students	Social Emotional Health
<i>7th Grade Girls Group</i>	2016, 2017	A weekly lunch meeting with 7th grade teachers to discuss challenges faced by middle school girls today	Social Emotional Health
<i>Calmer Choice Program</i>	2014, 2015, 2016, 2017	Curriculum used in 6th grade health class about emotional regulation, stress reduction, conflict resolution and mindfulness	Social Emotional Health Physical Health
<i>Polish Dental</i>	2014, 2015, 2016, 2017, 2018	Bi-annual opportunities for teeth cleanings to all students free of charge and during the school day	Physical Health
<i>Improbable Players "I'll Never Do That: Addiction 101"</i>	2017, 2018	A presentation given by actors in long-term recovery about the prevalence of addiction, and steps students can take if they are concerned about a loved one.	Social Emotional Health Physical Health
<i>Signs of Suicide Program</i>	2016, 2017, 2018	Curriculum provided for 7th and 8th grade students in health class about steps students can take if they are concerned that someone is suicidal. Includes staff training.	Social Emotional Health Physical Health
<i>Angel Masonic Fund</i>	2014, 2015, 2016, 2017, 2018	An organization that donates food on a bi-weekly basis for families in need.	Physical Health, Academic Success

<i>Gosnold Counseling Services</i>	2017, 2018	A counselor from Gosnold, Inc is available weekly to meet with students during the school day	Social Emotional Health Physical Health
<i>Wellness Committee</i>	2014, 2015, 2016, 2017, 2018	A teacher run committee focusing on creating and maintaining the school's wellness policy.	Physical Health

Table 7-5 summarizes annual opportunities for family engagement at CCLCS.

Evidence	Years	Purpose/Description	Addresses
<i>Grade Level Parent Potluck Dinners</i>	2014, 2015, 2016, 2017, 2018	Open house in September for staff and families to meet	Relationship with families and guardians
<i>Chaperone and Volunteer Opportunities</i>	2014, 2015, 2016, 2017, 2018	Families encouraged to chaperone field trips, teach seminar classes, and attend special events.	Relationship with families and guardians, Social Emotional Health
<i>Notes to Home</i>	2014, 2015, 2016, 2017, 2018	Weekly electronic notes sent to parents via email with academic, social, athletic and community updates	Relationship with families and guardians
<i>School Messenger</i>	2014, 2015, 2016, 2017, 2018	Electronic and/or phone messages sent to families on an "as needed" basis with pertinent information, forms, or links.	Relationship with families and guardians
<i>"CCLCS Connection" Facebook Group</i>	2014, 2015, 2016, 2017, 2018	School sponsored, private facebook group for parents and staff to post messages, pictures, event information and questions for the community.	Relationships with families and guardians.
<i>Jupiter Grades/ Plus Portals</i>	2014, 2015, 2016, 2017, 2018	Online gradebook used by all staff members to communicate student academic progress. Jupiter grades used 2014-2017, Plus Portals used 2017-2018.	Academic Success, Relationship with families and guardians.
<i>SEPAC Meetings</i>	2014, 2015, 2016, 2017, 2018	Special Education Parent Advisory Committee, which meets with the Director of Special Ed throughout the year	Academic Success, Relationship with families and guardians.

<i>SEPAC Presentation "Strategies to Keep Your Student Organized"</i>	2017	Presentation by Mary Kate Bloomer, OT. Provided strategies to parents for helping their students stay organized	Academic Success, Relationship with families and guardians.
<i>PREP: Prevention Resources and Education for Parents</i>	2017	Presentation by Traci Wojciechowski. Provided strategies to parents for preventing substance abuse in teens.	Social Emotional Health, Relationship with families and guardians.

Criterion 8: Capacity

8A: School Leadership

The Cape Cod Lighthouse Charter School continues to be a well structured organization, with effective, well established evaluative and communication systems in place. New administrative systems put in place at the beginning of this charter period have had a chance to mature, and have proven to be successful. Leadership burnout and turnover, which once plagued our institution, are no longer issues. The school's Executive Director has been in this position since the 2010-2011 school year, and has received stellar reviews from families, staff and Trustees in publicly available annual reviews. Associate Director Catherine O'Leary has been in place since the 2013-2014 school year, and she continues to expand her role in areas of curriculum development, staff evaluation and student service delivery. In addition, Special Education and ELL Program Director Jen Hyora continues her stellar work in these areas. The school's Department Heads have been redefined as Curriculum Leaders, and their work has allowed school leadership tasks to be distributed amongst the staff in a way that is appropriate for a "teacher driven" school. All school leaders have clearly written job descriptions, which are reviewed and revised annually.

8B: Professional Climate

The Cape Cod Lighthouse Charter School maintains a cohesive, collaborative professional climate. Staff members participate actively in governance practices and in ongoing professional development that is targeted to the school mission and goals. Table 8B-1 summarizes staff responses to a climate survey given as part of a series of PD workshops in the spring of 2018.

Table 8B1: STAFF CLIMATE SURVEY DATA. Scale of 1-5, where 5 is outstanding

QUESTION	RESPONSE
Do students and teachers engage in active, purposeful learning?	3.7
Is the curriculum challenging, exploratory, integrative, and relevant?	4.0
Do educators use multiple learning and teaching approaches?	4.0

Is there varied and ongoing assessments that advance learning as well as measure it?	3.9
Is there a shared vision developed by all stakeholders that guides every decision?	3.4
Are the leaders committed to and knowledgeable about this age group, educational research, and best practices?	4.3
Do the leaders demonstrate courage and collaboration?	4.1
Is there ongoing professional development that reflects best educational practices?	4.0
Are there organizational structures that foster purposeful learning and meaningful relationships?	3.4
Is the school environment inviting, safe, inclusive, and supportive of all?	4.1
Is every student's academic and personal development guided by an adult advocate?	3.1

Criterion 9: Governance

This charter period has been more tranquil for the CCLCS Board of Trustees when compared to the previous five years. For the first time in the school’s history, leadership has been stable and, as judged by annual performance reviews, highly competent. The school has thrived in its new location, building out playing fields and stabilizing the school budget. Board meeting minutes will show that the trustees have maintained a solid organizational structure, ensured a sound fiscal foundation for the school, and overseen the Executive Director through an annual review process.

BOARD ENGAGEMENT: The CCLCS board has been fully subscribed throughout this charter period. Succession of leadership and other members has been smooth and ordinary, without turbulence or controversy. Board committees are appropriately staffed, including the Finance Committee, which has overseen clean audits throughout the charter period.

DECISION MAKING: The Board follows Open Meeting Law, and each meeting contains a session for public comment. Agendas are published in advance, and minutes are available on the school website.

OVERSIGHT: The Board maintains strong fiscal oversight through monthly meetings of the Finance Committee and through the annual budget process. Additionally, the Board conducts an annual review of the Executive Director, surveying staff, parents and board members. Board meeting minutes will confirm that the board strikes the appropriate balance between maintaining oversight without meddling in day-to-day operations.

PLANNING: The Board has not had to manage a school leadership transition during this charter period, but they have managed their own leadership transitions smoothly. Also, the Board oversaw a strategic planning process that set out a vision that is being implemented by the school community.

Criterion 10: Finance

CCLCS has a strong record of fiscally responsible management. Annual audits have resulted in unqualified opinions every year of the charter period. Table 10-1 summarizes data from the Massachusetts Charter School Financial dashboard.

Table 10-1	CCLCS 5 yr avg	State avg	Risk level
Current Ratios	2.7x	2.8x	Low
Unrestricted Cash Days	135	96	Low
% program revenue from tuition	99	92	Low
% program revenue from tuition and federal grants	100	100	Low
% revenue on facilities	12	14	Low
% Change in Net Assets	4.2	2.7	Low
Debt/Asset Ratio	0.68x	0.57x	Low