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INTRODUCTION TO THE SCHOOL

Name of School: Global Learning Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	190 Ashley Blvd. New Bedford, MA 02746
Regional or Non-Regional?	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	2007	Year(s) in which the Charter was Renewed (if applicable)	5
Maximum Enrollment	500	Current Enrollment	502
Chartered Grade Span	5-12	Current Grade Span	5-12
# of Instructional Days per school year	180	Students on Waitlist	297
School Hours	8:23 AM -2:50 PM	Age of School	8
<p>Mission Statement</p> <p><i>The mission of Global Learning Charter Public School (GLCPS) is to ensure that all students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social and civic challenges of a 21st century, global society. We define essential skills as: academic excellence, public speaking, global citizenship, technology literacy, and arts exploration. Our central mission is to teach and inspire the mind, body and spirit of our students so that they can succeed in any cultural or academic setting.</i></p>			

Mitchell D. Chester
Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Mr. Chester,

On behalf of the Board of Trustees of Global Learning Charter Public School, I am enclosing our 2015-2016 Annual Report. This cover letter provides a brief overview of the school's endeavors over this last year, and highlights the future vision of the school.

In the last year, we expanded our second campus, The Joan and Irwin Jacobs Center for Education and Innovation, to outfit a second floor of classrooms to accommodate our growing high school population and added the wireless infrastructure needs to accommodate internet usage throughout the building.

In September 2015, with the help of several grants, we were able to roll out a 1:1 initiative to provide every high school student with their own Chromebook. As a result, many teachers on the high school staff began building their curricula to reflect this available technology by integrating Google Drive and Google Classroom into their everyday lessons and assessments. In addition, the middle school students have seen an increase in access to technology over the past few years. While not technically a 1:1 ratio, every middle school student has in-class access to a computer. To complement the expansion of technology usage in the main campus building, we have worked hard to upgrade our wireless internet access to handle the load of downloading and uploading large quantities of materials.

The growth of the overall population also means the growth in population of different subgroups. Over the past year, we have seen not only a growth in our population of ELL students, but the creation and expansion of an ELL department that services the needs of our ELL students. This department creates and implements an ELL curriculum, provides in and out of class services, supervises ACCESS testing and analyzes its resulting data. The ELL department's success is supplemented by an increase in our core subject faculty's ability to teach in a way that best fits the Sheltered English Immersion model. As of this school year, almost all of our core content teachers and administrators have earned the required SEI endorsement or are in the process of doing so.

The mission of the Global Learning Charter Public School (GLCPS) is to ensure that all of our students achieve academic excellence, are ready for the rigors of higher education, and master essential skills that prepare them for the economic, social, and civic challenges of a 21st Century, global society. At GLCPS, essential skills include: technology literacy, public speaking, global citizenship, and arts exploration.

To achieve our mission, we have collaborated to create and implement a challenging and progressive curriculum that allows teachers to meet the individual learning goals of every GLCPS student and responds to the needs of the 21st Century learner. This curriculum framework is integrated to include the following elements:

1. Core content standards-based curriculum: our approach ensures that our students reach proficiency as specified in the Massachusetts Curriculum Frameworks and as measured by the

Massachusetts common assessments. Through the use of the Frameworks, core subject teachers plan and implement a curriculum that challenges students and prepares them for the demands of college or career.

2. Development of essential skills: we focus on four essential skills incorporated into our curriculum and instruction—public speaking, global citizenship, technology literacy, and arts exploration. In addition, our students develop their creativity, collaborative spirit, critical thinking, and problem solving skills in order to be more prepared for the rigors of their future college and career plans.
3. Student-centered classroom: teachers use research-based instructional pedagogies such as differentiated instruction and project-based learning in order to inspire students to question, collaborate, and problem solve.

While these elements are present in much of what we accomplish as a school, we acknowledge that we cannot remain complacent and revel in our successes; instead, we must recognize our flaws in order to grow. With this developmental mindset, we look forward to the challenges and possibilities of growth in the coming years.

One such issue is that of literacy across the curriculum. To that end, we have begun the process of building a literacy program. With the guidance and training capacity of our reading specialist, several members of our faculty have trained for many hours focused on implementing researched-based literacy instructional strategies. On a limited basis, the reading specialist has been able to go into the classrooms of these teachers to help coach them on utilizing these strategies in the classroom. Starting in September, 2016, the reading specialist's position has been “redefined” as literacy coach in order to reflect the dynamic needs of the program and the growing demands of the student population. In the coming years, the plan of this department is to grow the literacy program by training all core subject faculty in literacy instruction and to assist the principal in evaluating the use of these literacy tools.

Another challenge on which we are working is that of balancing the middle school and high school populations. We recognize that our 8th graders have a number of different choices they can make when it comes to high school. The fact is there are some things that we cannot offer that other, larger schools can—for example, a comprehensive MIAA athletics program. In response, we have expanded our after school activities. The growth of the Global Karate Academy, a program in which a student can leave GLCPS with a black belt in Tang Soo Do, and the growth of the high school and middle school bands, the jazz band, and now, the string ensemble have been standouts among the myriad of activities we offer after school. This past year our music program was recognized nationally and in the coming year, we are hoping to make a planned trip to Germany with our Jazz ensemble. These kinds of experiences would otherwise be unavailable to most of our student population. We have also implemented a community wide music collaborative at our school, which brings together music students from other schools in our region ensuring the arts remain an integral part of their educational choices.

Finally, we recognize that having two campuses is not ideal for the collaboration and familiarity we wish to foster between faculty and students. While our current facilities are adequate for the time being, it is clear that our school has outgrown the 92 year old building in which our main campus is currently located. In the coming years, it is the desire of GLCPS to seek out and secure a more permanent home; a home that can fit not only our current physical student body, but that can best fit the needs of every GLCPS student, mind and body.

With these thoughts in mind, we look brightly into the future of the Global Learning Charter Public School. We recognize, now more than ever, we are preparing students for an ever-changing and endlessly shrinking world. The Board of Trustees is highly committed to ensuring the success and growth of Global Learning Charter Public School and we look forward to participating in many years of great successes.

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Abra Degbor". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

J. Abra Degbor, Chair
Board of Trustees

FAITHFULNESS TO THE CHARTER

Accountability Plan Objectives and Measures

- ❑ See Appendix A

Charter School Performance Criteria Relating to Faithfulness to the Charter

Mission, Vision, and Educational Philosophy

We continue to make significant strides to uphold and implement GLCPS' mission, vision and educational philosophy. We believe that given a challenging and supportive educational environment, *all* students will achieve at high levels. To this end, we have designed an innovative and demanding curriculum for grades 5-12 that allows teachers to meet the individual learning needs of each student. Specifically, we follow an integrated curriculum framework composed of three elements:

1. Standards-based core content areas: our approach ensures that our students reach proficiency as specified through the learning standards, curriculum frameworks and common assessments of the Massachusetts Curriculum Frameworks and the Next Generation Science Standards. To this end, academic excellence is achieved when a student demonstrates proficiency in core subject areas of mathematics, science and humanities.
2. Essential skills development: we focus on four key essential skills: technology literacy, public speaking, global citizenship and arts exploration, all of which are incorporated into our curriculum and instruction.
3. Student-centered instructional strategies using proven pedagogies such as Understanding by Design, Differentiated Instruction, and Project-based Learning.

In School Year 2015-2016, GLCPS successfully implemented its Mission and Vision in the following ways:

1. 100% of all GLCPS students publically presented at least two Presentations of Learning to school stakeholders and community members.
2. 100% of all GLCPS students participated in a visual, musical, or martial art course in addition to core coursework. This coursework led to our Art students completing three public murals, hosting 5 art shows throughout the city and make connections to myriad local artists. Our music director began the New Bedford city Jazz Initiative, which brings

his dynamic teaching to all interested young people in the city. Tang Soo Do, the GLCPS martial arts course, expanded its Black Belt program and was granted full studio status.

3. To further enhance our technology literacy focus, we adopted a fully one-to-one Chromebook program for our high school students. Utilizing Google's Apps for Education, this program allows our students and faculty to complete assignments, read texts, write and edit papers and collaborate remotely.
4. Another key development of our high school program this year was the development of two capstone projects in grades 10 and 12. These projects require students to investigate independently topics of their choice and present their findings to a panel of adults. This is an important step in increasing the rigor and expectations of our yearly POL process.
5. Building on the visit from Ron Berger of Expeditionary Learning last school year, GLCPS committed additional staff development time to reviewing Project-Based Learning resources from the Buck Institute of Education and teachers planning collaboratively.

In summary, 2015-2016 was a strong year as GLCPS continued to fulfill the mission and vision of our charter through an expansion of our arts, public speaking, and technology initiatives.

Dissemination Efforts

GLCPS continues to disseminate throughout the South Coast region and across the nation. Members of GLCPS presented our student-centered focus and Project-Based Learning at national and international conferences. We partnered with Wareham Public Schools, Bristol Community College and the Museum Institute for Science for the third year of hosting area teachers as part of the Massachusetts Math/Science Partnership grant. We were again the host school for Roger Williams University's Fall School of Education visit, where every freshman education major visited our classrooms and participated in a discussion of our unique program. In the area of public speaking, GLCPS disseminated its Presentations of Learning protocols during our annual POL Community Day. During this event, members of the outside community join us to listen, watch and give feedback for our students' presentations.

Dissemination Chart

Ardizzone, Pamela	10/14/2015-10/16/2015	National WIDA Conference
Berkley, Heather	9/16/2015-9/18/2015	Shared exchange literacy coach maine
Bouley, Ashley	12/30/2015	NSTA Conference
Cost, Diana	3/31/2016-4/1/2016	NSTA Conference Nashville
Cost, Diana	12/3/2015-12/4/2015	NSTA Conference Kansas City
Cost, Diana	2/25/2016-2/27/2016	EFRAM Presentation
Cost, Diana	4/15/2016-4/16/2016	NMLSTA Celebrate Science! Presenter
Cost, Diana	10/23/2015	Science Education Leadership Conference
Cost, Diana	11/6/2015	CUSP training
Cost, Diana	12/11/2015	CUSP training

Cost, Diana	4/5/2016-4/6/2016	ADC Biology MCAS panel
Eastman, Heidi	1/4/2016-1/9/2016	Dublin, Ireland to teach Port-to-port
Eastman, Heidi	4/5/2016	Port-to-port at Umass Dept of Education
Giroux, Michael	10/27/2015	MCPSA Community of Practice for deans
Kochanek, Erin	10/23/2015	Workshop BCC History Education
McPherson, Ashley	10/20/2015	MA Charter Assoc Reg mtg College plcmt
Monteiro, Darlease	10/21/2015-10/22/2015	MassCue Conference
Monteiro, Darlease	11/4/2016	MassDot Safe Streets Conf awards
Monteiro, Darlease	3/1/2016-3/3/2016	Math and Science Program Conf MD
Soprano, Kristina	10/14/2015-10/16/2015	WIDA Conference
Soprano, Kristina	12/3/2015	MA Charter assoc ELL Dir Comm of Pract
Soprano, Kristina	10/8/2015	ACCESS for ELLs Test Coord training
Soprano, Kristina	11/4/2015	DESE MA low incidence Dist mtg
Soprano, Kristina	10/14/15-10/16/15	Nat'l WIDA Conference
Soprano, Kristina	10/28/2015	DESE 2015 fall conv
Zajac,Polly	11/16/2015	ESE reg mentor meeting
Zajac,Polly	12/3/2015	NEED project workshop

ACADEMIC PROGRAM SUCCESS

Accountability Plan Objectives and Measures

See Appendix A

Charter School Performance Criteria Relating to Academic Program Success

Student Performance

A. Below is the link to our school report card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04960305&fycode=2015&orgtypecode=6>

B. Our 2015 MCAS scores were again very strong with our Mathematics department reaching its gap narrowing target for the first time in school history! This report card shows several positive trends for MCAS scores for GLCPS.

1. Our school percentile rank was the highest in school history.
2. Our average Student Growth Percentiles in Math outpaced state average for the second year in a row.
3. Our Mathematics CPI was the highest in school history for the second year in a row. Our ELA CPI was the second highest in school history.
4. GLCPS met its gap narrowing target for our High Needs population.
5. More than 40% of our ELLs reached Level 5 on the ACCESS test and are being considered for redesignation.

GLCPS received additional honors for the strength of its academic program. For the third consecutive year, US News and World Report awarded GLCPS a Silver Medal and ranked us as the 44th best high school in the state in 2016. We were the only high school in the Southcoast region to be honored.

In Appendix B-1, we have included tables and charts showing our historical CPI achievement by cohort. This data shows that, while not in a consistent line, cohorts of students improve their MCAS performance over time and duration of attendance in our academic program. This unequivocally shows the longitudinal success of our faculty's and staff's efforts to improve academic outcomes for our students.

Program Delivery

At the heart of GLCPS's educational philosophy is a belief that all students *can* realize their full academic potential when provided a challenging and supportive educational environment. Accordingly, we have implemented numerous initiatives to meet the educational needs of diverse learners. These include, but are not limited to, pedagogical approaches such as Differentiated Instruction, Project-based Learning, integration of technology, and increasing special education and ELL staff support in the classroom.

For the 2015-2016 school year, we implemented more rigorous student academic expectations. Beginning this year, all students must show proficiency on key writing assignments to advance to the next grade level. These assignments are developed using the 2011 Massachusetts English-Language Arts framework. This structure ensures that our students are able to develop the necessary writing skills to be college-ready by 12th grade. Additionally, end-of-grade capstone projects were developed for grades 10 and 12. These capstone projects include a research paper, reflection paper and a presentation in front of a panel of school leaders. Demonstrating proficiency on all phases of both projects is required for graduation.

This year our ELL department responded to our growing student needs by expanding its staff with an additional teacher. The program shifted slightly in response to new DESE requirements. Our ELL department focused its energies on creating a separate English Language Development (ELD) curriculum for grades 5-10. The curriculum was piloted and refined during our ELD periods. This year our special education staff expanded also. The staff continued to meet the needs of our IEP students through our inclusion model.

Social, Emotional, and Health Needs

The school social workers and the school nurse take the lead in addressing and supporting students with their social, emotional and health needs.

School Social Workers:

GLCPS offers a range of counseling services to all students to support student wellness. Thus, students can engage in their academic studies purposefully. Our two social workers each hold a master's degree in social work and are state-licensed clinicians. Services may include conflict resolution, mediation, and problem solving with a focus on mental health wellness (including stress/anxiety management, mindfulness and movement). Counselors also work with students to increase awareness regarding career planning and vocational/educational choices.

Essential Functions of Social Workers:

- Provide short term supportive services to students including individual and group counseling, coping strategies and relaxation

- Facilitate lunch bunch groups to improve social skills and relationship building between and among students
- Assess students for alleged abuse or neglect with coordination of the Child Protection Team and completing reports of abuse as needed to Department of Children and Families
- Assess students experiencing psychiatric difficulties: assessing potential safety concerns arising from suicidal thoughts and/or homicidal thoughts; and intervening and referring to appropriate community agencies for additional assessment and support
- Provide conflict mediation/resolution services
- Consult with school staff regarding classroom observations and assist with establishing student support plans in and outside of classrooms for students who are experiencing adjustment or academic difficulties
- Coordinate and facilitate 504 meetings: support and advocacy to access those resources (accommodation plans) needed by students to be successful in the school setting
- Members of an interdisciplinary team for students at risk or receiving IEP services; providing referral information and assistance, completing behavioral assessments, and collaborating with school psychologist and special education team
- Identify students showing struggles with academics, social or behavioral issues as members of response to intervention team. Interventions identified and implemented include after school tutoring, check-ins with school social workers, home liaison, and referrals to reading specialist
- Participate in attendance team to ensure 95% or higher compliance
- Schedule parent meetings and outreach via phone and home visits as needed
- Collaborate with New Bedford Juvenile Court Truancy Officer
- Advise students regarding high school and secondary school options. Responsible for applications to local vocational schools
- Provide supportive services to parents. Participates at parent meetings as needed providing information regarding community services and parent education

School Nurse:

The school nurse is an integral part of the SST and school health practices. The full time nurse has a multi-disciplinary role which includes emergency care, illness assessment, psycho-social assessment, counseling, health promotion, sexuality education, social work, statistical analysis and data collection, public health, communicable disease management, advocacy, family intervention, community need assessment, and staff training and education.

In collaboration with the parent/guardian, the nurse reviews the student's health needs and implements individualized health care plans and 504 plans (with social worker's assistance) as necessary to support the student's educational experience. Health plans are shared with appropriate staff, ensuring student health and safety in the school environment.

Student's health records are maintained to ensure adequate access to health care, evidenced by updated physicals and immunization records. Medication plans are set up to include appropriate documented doctor's orders and parent authorization forms. GLCPS is registered with The Commonwealth of Massachusetts for "Full Delegation" of prescription medication administration to unlicensed school personnel and administration of epinephrine by unlicensed personnel. Additionally, the school nurse collaborates with the school's doctor to ensure appropriate standing orders are in place for the administration of over-the-counter medications and assists with policy development.

GLCPS has adopted policy to maintain the health and safety of students with life-threatening food allergies to include peanut/tree nut free "safe zones" in the cafeteria, and policy against home prepared foods in the classroom. Stocked epinephrine and AEDs are accessible at both campuses. Epinephrine and life-threatening food allergy training is mandatory for all staff at the start of the school year. CPR and AED certification is provided at the start of the school year, as well. Staff certified in CPR must be in attendance on field trips, before and after school programming and during special events. Thirty one staff are currently certified.

Annually, students in different grade levels receive postural screenings, vision and hearing screening and BMI is calculated. Reports are completed per the Department of Public health for concussion, BMI, asthma and diabetes, epinephrine administration and immunization data. The school nurse participates in trainings to keep updated on best practice in school health and wellness, and consults regularly with the Southeast Massachusetts School Nurse contact. The school nurse also serves as a member of the Attendance Team, Response to Intervention Team, Child Protection Team, Trauma Response Team, and Crisis Team.

ORGANIZATIONAL VIABILITY

Organizational Structure of the School

See page 14

Network Structure or Multiple Campus Organizational Structure

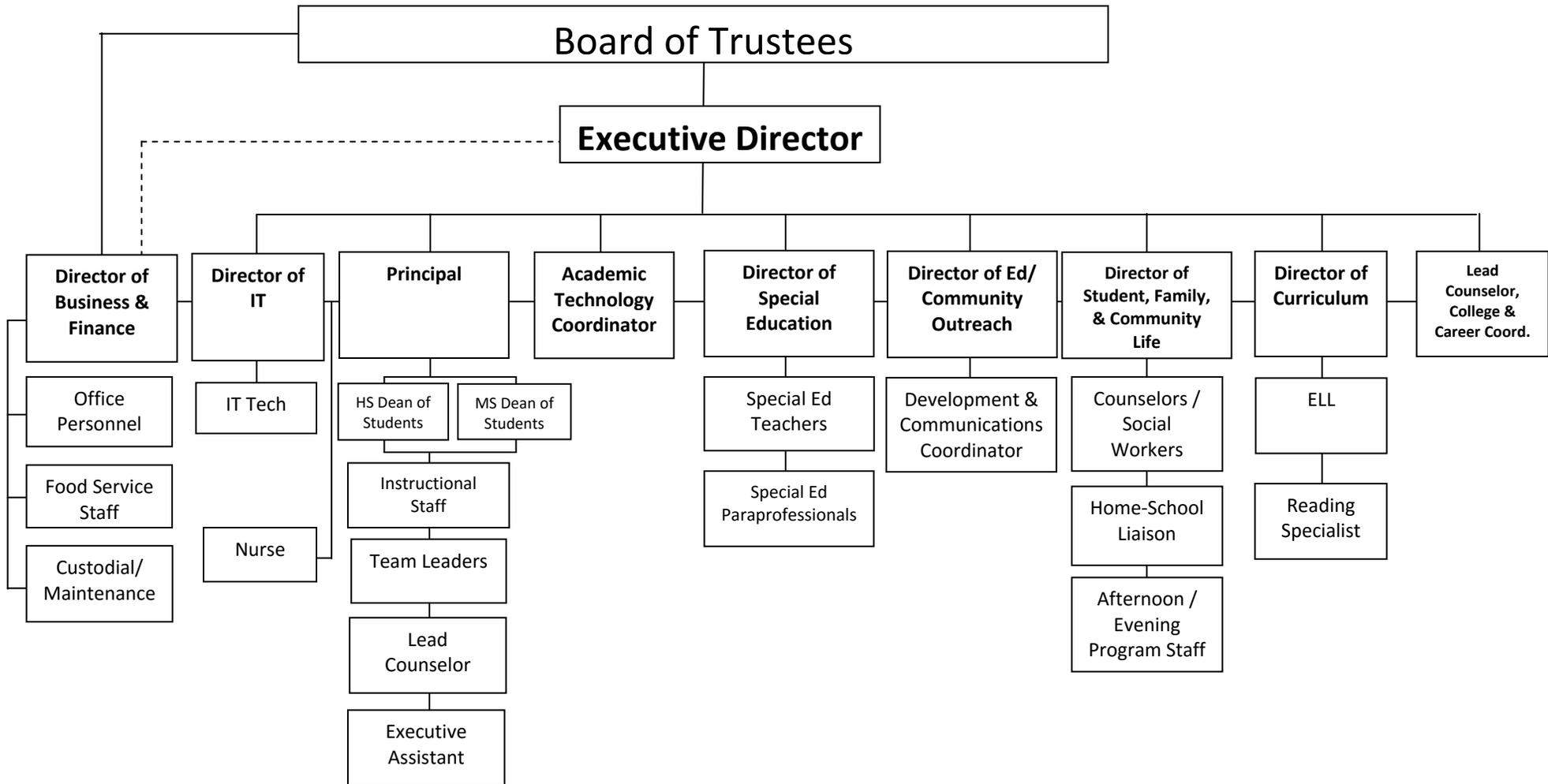
Not applicable

Teacher Evaluation

No changes were made to our teacher evaluation system this year.

GLOBAL LEARNING CHARTER PUBLIC SCHOOL ORGANIZATIONAL CHART

Awaiting Board of Trustees and DESE Approval



BUDGET AND FINANCE

A. Unaudited FY16 Statement of Revenues, Expenses, and Changes in Net Assets

Global Learning Charter Public School		
Unaudited Statement of Revenues, Expenses, and Changes in Net Position		
<i>For the year ended June 30, 2016</i>		
Unrestricted Net Position		
Operating revenues:		
Tuition		\$ 5,913,188
Transportation		\$ 168,013
Food Service		\$ 229,843
State and Federal Grants		\$ 509,674
	Total operating revenues	<u>\$ 6,820,718</u>
Operating Expenses:		
Academic program services		\$ 4,921,362
Special education		\$ 553,965
Management and general		\$ 1,513,931
	Total operating expenses	<u>\$ 6,989,258</u>
	Operating income (deficit)	\$ (168,540)
Non-Operating revenues (expenses)		
Interest		\$ 1,063
Grants-private		\$ 172,500
Contributions and Fundraising		\$ 115,558
Miscellaneous		\$ 18,066
Fundraising expense		\$ (151,896)
	Non-operating profit	\$ 155,291
Net position released from restriction:		
	Restrictions satisfied by payments	<u>\$ 43,067</u>
	Change in unrestricted net position	<u>\$ 29,818</u>
Restricted net position:		
	Revenues, gains and other support:	
	Fundraising, donations and other	\$ 37,093
Net position released from restriction:		
	Restrictions satisfied by payments	<u>\$ (43,067)</u>
	Increase (decrease) in restricted net position	<u>\$ (5,974)</u>
	Increase (decrease) in net position	\$ 23,844
	Net position, beginning of year	<u>\$ 3,252,002</u>
	Net position, end of year	<u>\$ 3,275,846</u>

B. Unaudited F16 Statement of Net Assets (Balance Sheet)

Global Learning Charter Public School		
Unaudited Statement of Net Position		
		June 30, 2016
Assets		
Current Assets:		
	Cash and cash equivalents	\$ 1,879,384
	Prepaid Expenses	\$ -
	Accounts receivable	\$ 93,655
	Total Current Assets	\$ 1,973,039
Noncurrent Assets:		
	Capital assets:	
	Leasehold improvements	\$ 2,643,601
	Furniture and equipment	\$ 1,351,709
	Textbooks	\$ 197,241
		\$ 4,192,551
	Less accumulated depreciation	\$(2,525,968)
	Net capital assets	\$ 1,666,583
Other assets:		
	Cash-scholarships	\$ 59,564
	Total noncurrent assets	\$ 1,726,147
	Total Assets	\$ 3,699,186
Liabilities and Net Position		
Current liabilities:		
	Accrued expenses	\$ 423,340
	Total current liabilities/Total liabilities	
Net position:		
	Net investment in capital assets	\$ 1,666,583
	Restricted	\$ 59,564
	Unrestricted	\$ 1,549,699
	Total net position	\$ 3,275,846
	Total liabilities and net position	\$ 3,699,186

C. Approved School Budget for FY17

Global Learning Charter Public School		
FY'17 Approved Budget		
July 1, 2016-June 30, 2016		
<i>Approved by GLCPS Board of Trustees on June 13, 2016</i>		
Income		
	Private Foundations	\$ 160,000
	Interest	\$ 800
	Transportation	\$ 124,611
	State and Federal Grants	\$ 368,608
	Food Service	\$ 230,000
	Tuition	\$ 5,962,790
	Total Income	\$ 6,846,809
Expenditures		
	Administration	\$ 241,000
	Instruction	\$ 497,960
	Student Services	\$ 633,570
	Buildings	\$ 501,495
	Debt Service	\$ -
	Salaries and Benefits	\$ 4,872,632
	Total Expenses	\$ 6,746,657
	Net Ordinary Income	\$ 100,152

D. Capital Plan for FY17

There are no current plans for any significant capital project to take place in Fiscal Year 2017. However, within the next ten years GLCPS is striving towards the acquisition and renovation of a new facility that would be large enough to allow for the entire school population to be housed in one building. We estimate that to acquire an existing building the purchase cost would fall between \$1.3 and \$1.8 million. Renovating and furnishing would vary based on the condition of the site, but is currently estimated to cost anywhere between \$700,000 to \$1.7 million. The total estimated budgetary cost to move forward with this single-building plan would likely fall between \$2-3 million depending on the condition of any available space. The cost of this project would be financed through a combination of bank loans, donations, and capital reserves. Any surplus funds identified at the end of the fiscal year is designated by the Board of Trustees to be set aside in a capital reserve account for this purpose. As of June 30, 2016 the GLCPS Capital Fund has a balance of \$821,977.

APPENDIX A1

ACCOUNTABILITY PLAN EVIDENCE 2015-2016

FAITHFULNESS TO CHARTER

	2015 - 2016 Performance (Met/Not Met)	Evidence
Objective: GLCPS Students will achieve Academic Excellence to be ready for the rigors of higher education.		
Measure: By the end of grade 12, 100% of all GLCPS seniors will have completed Mass Core requirements for entry into a four-year college program. These requirements include: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology.	MET	Course transcripts, GLCPS course requirements
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency on 2011 Massachusetts writing frameworks by achieving a minimum score of 75 on each portfolio component assessed.	MET	Percent of Students Scoring >75: Expository: 87.5% Response to Literature: 91.8% Personal Narrative: 92.4% Research Paper: 94.4% Creative Piece: 97.2%
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency of Massachusetts Social Studies Standards and 2011 Massachusetts Writing Standards for Social Studies by achieving a minimum score of 75 on each portfolio component assessed.	Partially Met (Document Essay, Oral History, Timeline, Research Paper)	Percent of Students Scoring >75: Document Essay: 88% Hand-Drawn Map: 80% Oral History: 95% Research Paper: 87% Timeline: 92%
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency of 2011 Massachusetts Mathematics Standards by scoring a minimum score of 75 on End of the Year Final Summative Assessments OR scoring "At/Above Benchmark" on the STAR Mathematics Test.	Partially Met (Grades 7, 9, 10)	Grade Level results from STAR Math Test or End of Course Exam: 5th: 56% 6th: 80% 7th: 85.7% 8th: 82.1% 9th: 87.8% 10th: 91% 11th: 54%
Measure: By the end of SY '14 and subsequent ends of school years, 85% of all students will show proficiency of Massachusetts Science Standards and 2011 Massachusetts Writing Standards for Science by scoring a minimum score of 75 on a Standards-Based Research Project.	MET	90% of students showed proficiency as demonstrated by teacher assessments in gradebooks.
Objective: GLCPS Students will show mastery of the following 21st Century Essential Skills: Public Speaking, Global Citizenship, Technology Literacy, and Arts Exploration		
Measure: By the end of each school year, 99% of students will participate in 3 public presentations of learning to demonstrate academic growth and improvement public speaking skills.	MET	POL Rubrics and Teacher gradebooks
Measure: By the end of each school year, 95% of students will show proficiency in public speaking as measured by the GLCPS Public Speaking Rubric.	MET	97% of students scored proficient on at least one presentation as measured by the presentation rubric

Measure: By the end of each school year, 97% of GLCPS students in grades 7-12 will show proficiency in Fine Arts and Physical Education standards as measured by course competency rubrics.	MET	98.6% met proficiency as demonstrated by course marks.
Measure: By the end of SY '14 and subsequent ends of school years, 85% of students will show proficiency on select grade-level Massachusetts Technology Standards as measured by the GLCPS Technology competency rubric.	Not Met	Grade Level results from the GLCPS Rubric: Middle School - 72% High School - 74%
Measure: By the end of SY '14 and subsequent ends of school years, 95% of all GLCPS students will participate in at least one field study, research project, or community/service learning program focusing on Global Citizenship. To measure this, students, will write a narrative reflection of their experiences and learning.	MET	100% of students participated in at least one field study, research project, or community/service learning program.

OPTIONAL OBJECTIVES AND MEASURES:

	2015 - 2016 Performance (Met/Not Met)	Evidence
Objective: GLCPS will ensure a student-centered education for all students.		
Measure: Annually, 90% of GLCPS teachers will be rated as Proficient or Exemplary on Standard II (Teaching All Learners) as measured by the Massachusetts Model Rubric for Teachers.	MET	90% of GLCPS teachers were rated as Proficient or Exemplary as measured by staff evaluations.
Measure: Twice per school year, 100% of teachers will have unit plans and corresponding student work reviewed by Principals and/or Director of Curriculum to ensure instructional practices align with the major school design elements of student-centered instruction, project-based learning and use of Understanding by Design.	MET	Individual Staff evaluations Staff Feedback
Measure: By November 1 st of each school year, the Director of Curriculum, Principals, and Math Coach will use assessment data to generate an Individual Student Support Plan for all students scoring below proficient in core academic areas.	MET	ISSPs generated by October 30, 2015 by Director of Curriculum
Measure: By the end of SY '14 and subsequent ends of school years, 70% of students on Individual Student Support Plans will make progress in targeted areas as measured by MCAS scaled scores.	Partially MET (ELA)	Percent of Students Making Progress: ELA: 72% Math: 58%

APPENDIX A2
ACCOUNTABILITY PLAN EVIDENCE 2015-2016

GLOBAL LEARNING CHARTER PUBLIC SCHOOL
MCAS RESULTS 2009-2015

MATH CPI BY GRADE LEVEL AND COHORT

Grade Level	2009	2010	2011	2012	2013	2014	2015
10th	73.5	89.8	94.6	97.5	89.3	92.9	93.8
8th	74.3	70.3	68.7	77.2	63.5	73.3	85.1
7th	64.9	60.2	66.8	70.6	59.2	65.9	77.6
6th	68.9	70	72.1	66.9	77.5	76.9	81
5th	61.9	69.2	66.8	66.6	65.9	77.5	76.9
Overall	67.7	68.3	70.7	71.8	68.8	74.9	80.5
State Average	78.5	79.9	79.9	79.9	80.8	80.3	

Cohort	Current Grade	2009	2010	2011	2012	2013	2014	2015
Class of 2011	Graduated	73.5						
Class of 2012	Graduated		89.8					
Class of 2013	Graduated	74.3		94.6				
Class of 2014	Graduated	64.9	70.3		97.5			
Class of 2015	Graduated	68.9	60.2	68.7		89.3		
Class of 2016	12th	61.9	70	66.8	77.2		92.9	
Class of 2017	11th		69.2	72.1	70.6	63.5		93.8
Class of 2018	10th			66.8	66.9	59.2	73.3	
Class of 2019	9th				66.6	77.5	65.9	85.1
Class of 2020	8th					65.9	76.9	77.6
Class of 2021	7th						77.5	81
Class of 2022	6th							76.9

Blackened Areas indicate years test was not taken at GLCPS

ELA CPI BY GRADE LEVEL AND COHORT

Grade Level	2009	2010	2011	2012	2013	2014	2015
10th	82.4	92.3	98.1	100	97.6	96.4	97.6
8th	93.4	90.3	90	94.9	90.2	89.5	94.8
7th	85.7	80	88.1	84.3	80.1	91.5	89.7
6th	77.9	86.8	83.3	74.7	78.1	84.7	79.2
5th	83.9	76.8	76.8	75.6	76.2	80.8	76.2
Overall	84	83.4	85.6	83.5	83.1	87.2	86.6
State Average	86.5	86.9	87.2	86.7	86.8	86.7	

Cohort	Current Grade	2009	2010	2011	2012	2013	2014	2015
Class of 2010	Graduated							
Class of 2011	Graduated	82.4						
Class of 2012	Graduated		92.3					
Class of 2013	Graduated	93.4		98.1				
Class of 2014	Graduated	85.7	90.3		100			
Class of 2015	Graduated	77.9	80	90		97.6		
Class of 2016	12th	83.9	86.8	88.1	94.9		96.4	
Class of 2017	11th		76.8	83.3	84.3	90.2		97.6
Class of 2018	10th			76.8	74.7	80.1	89.5	
Class of 2019	9th				75.6	78.1	91.5	94.8
Class of 2020	8th					76.2	84.7	89.7
Class of 2021	7th						80.8	79.2
Class of 2022	6th							76.2

APPENDIX B

CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN

School Name: Global Learning Charter Public School

Date: 6/29/16

2015-2016 IMPLEMENTATION SUMMARY:

GLCPS implemented the strategies outlined in the recruitment plan. We did a mass mailing of the enrollment application form to households of students entering grades 5 and 6 in school year 2016-2017. The school enhanced its community outreach by placing recruitment advertising signs on the outside and inside of City public buses. We also placed two additional recruitment advertising signs on the outside of the main campus. We held our annual Enrollment Open House in February and two school tours in January. We added a recruitment coffee hour and school tour on a Saturday in January. We held two of the three planned 8th grade family recruitment meeting this year. However, the College and Career Coordinator led monthly 8th grade seminars and proactively discussed high school choice by reviewing area high schools; data, educational best practices, and the opportunities provided to GLCPS high school students that support future college and career planning. The school's student ambassadors continued to play a prominent role in recruitment and community outreach activities. We expanded recruitment efforts by the utilization of social media through Facebook and Twitter. Additionally, in October 2015 we revised the recruitment plan in order to enhance outreach to the special education population. Our student population remains at approximately 69.6% low income. We currently have a wait list of approximately 297 students.

GENERAL RECRUITMENT ACTIVITIES FOR 2016-2017:

Mass mailing of the enrollment application form to households of all students entering grades 5 and 6 in the city of New Bedford in August 2017. Mailing list is provided by the sending district (New Bedford Public Schools).

Outreach to community organizations (meetings with organizational leaders, wide dissemination of posters with enrollment information and application forms): Boys and Girls Club, New Bedford Community Connections Coalition, Dennison Memorial Community Center, New Bedford Housing Authority, Immigrants' Assistance Center, Neighborhood Associations (15), Neighborhoods United, New Bedford City Hall Community Services, New Bedford Recreation Department, NorthStar Learning Centers, Organization Maya K'iche, New Bedford Free Public Libraries, UMass Dartmouth, YMCA, YWCA, Schwartz Center, Southeastern Massachusetts Educational Collaborative (SMEC), Southcoast Educational Collaborative (SCEC), Bay Coast Behavioral, New Bedford Area Office of the Department of Children and Families, YouthBuild New Bedford, numerous faith based organizations, information tables at community events and other activities and participation in the annual School Choice Fair held in January/February.

Advertisement in the following media outlets: Comcast Community Calendar, Fun 107, WBSM, O Jornal

(Portuguese language newspaper), Latino Expresso, The Standard Times, and New Bedford Cable Access. PSA's and interviews for local radio stations and New Bedford Cable Access programs. Informational postings in social media sites such as Facebook and Twitter. Will place recruitment advertising signs on the outside and inside of City public buses. Will also place two additional recruitment advertising signs on the outside of the main campus.

Enrollment Open House held annually at the main campus. Enrollment Open House and information sessions are available in conjunction with our bi-annual GLCPS Arts show to give prospects a general overview of the school activities. This evening includes an information session about the school and our academic programs, with a question and answer period, as well as exhibitions by our Arts, Wellness and Technology students. Displays and representation from many of our enrichment after-school programs are included. Will hold two additional school tours to enhance recruitment efforts and invite prospective students/families to visit the school. Will hold a Saturday coffee hour for prospects to meet with Student Support Team and Student Ambassadors. Will hold two 8th Grade Parent Open Houses at the Jacobs Center for Education and Innovation (satellite campus) to provide 8th grade students and their families a general overview of our high school program.

Recruitment Plan –Strategies	
Demographic	Strategies
Special Education students	Our recruitment outreach is broad and targets a diverse group of student learners. Aside from our diverse community and media outreach, we will send an enrollment application form via direct mail to all households of students entering grades 5 & 6 in the city of New Bedford. During the annual open house for prospective students in January, special education staff will be available to meet privately with prospective students and families for consultation. Representatives from the Special Education Parent Advisory Council (SEPAC) will also attend any school information nights. We will provide applicants with special education the “Right to Attend” document and distribute flyers about the school’s special education program at the enrollment open house and any other information nights (i.e. school tours and coffee hour). Parents from the SEPAC will coordinate three family outreach events/educational workshops open to current and prospective students. GLCPS will participate in the annual Community Resource Fair at the Department of Children and Families New Bedford Area Office. Approximately 200 social workers and supervisors attend this event. Recruitment materials will state that "children with special needs or services are welcome at our school." A special education student ambassador will be a speaker at each of the informational nights. GLCPS will provide ongoing outreach opportunities to the Schwartz Center, Southeastern Massachusetts Educational Collaborative (SMEC), Southcoast Educational Collaborative (SCEC), Bay Coast Behavioral, New Bedford Community Connections Coalition, and Department of Children and Family Services.

Limited English-proficient students	Our community includes many families that speak primary languages other than English (Spanish, Portuguese and Cape Verdean Creole). We will advertise in media outlets that serve the Portuguese, Spanish and Cape Verdean populations, including the Latino Expreso and O Jornal. We also reach out to community organizations that serve these diverse groups such as the Immigrants' Assistance Center, Organization Maya K'iche, the Cape Verdean Association, N.B. Community Connections Coalition, N.B. Free Public Libraries, and various neighborhood groups and faith based organizations. Will provide translated copies of enrollment flyers and applications to adult ESL programs in the community. Bilingual or multilingual staff is available at all school and community outreach events that target our diverse student community. Enrollment application and recruitment literature will be available in Spanish and Portuguese.
Students eligible for free or reduced lunch	Our community outreach includes organizations that serve low income families, including the New Bedford Housing Authority, Dennison Memorial Community Center, Boys and Girls Club, N.B. Community Connections Coalition, New Bedford Recreation Department, the N.B. Free Public Libraries, and the Department of Transitional Assistance in New Bedford. We hold information sessions at various community organizations and housing developments. We will again participate in the annual School Choice Fair and the annual Community Resource Fair at the Department of Children and Families New Bedford Area Office. Additionally, our recruitment advertisements include media outlets that are free to the public, including radio stations, newspapers and the local cable access channels.
Students who are sub-proficient	Our recruitment outreach targets a diverse group that includes all levels of learners. Aside from our diverse community and media outreach, we will send an enrollment application form via direct mail to all households of students entering grades 5 & 6 in the city of New Bedford.
Students at risk of dropping out of school	Our community outreach provides us the opportunity to recruit a diverse group of student learners that include this demographic group. We will send an enrollment application form via direct mail to all households of students entering grades 5 & 6 in the city of New Bedford. These efforts are complimented by our community and media outreach. Will enhance our efforts to build a relationship with juvenile probation officers and the youth court. Will leave enrollment applications and recruitment literature with juvenile probation officers and at the youth court.
Students who have dropped out of school	Our school will not target this demographic group as our admission is only open to students entering grades 5-8 in August 2017. Students who have dropped out are generally high school age.

APPENDIX B2 RETENTION PLAN 2016-2017

GLCPS carried out the strategies outlined in the retention plan. 98% of the students included in the October SIMS data completed the 2015-2016 school year. Academic support continues to be data driven with additional efforts placed on our daily focus periods and the academic skill building program after school. The school provided a peer tutoring program before and after school. Students entering grades 6-12 were invited and participated in the four week summer academic and enrichment program. All new fifth graders were invited to participate in a four week summer academy which included academic skill building and enrichment activities. An additional three teachers and two administrators completed the SEI endorsement course in school year 2015-2016. We now have a total of 30 staff members with the SEI endorsement. The ELL department expanded by adding an additional ESL teacher, to make a department of two ESL teachers and one ELL coordinator. The ELL department developed an unit plan template, lesson plan structure, and grade-level specific English Language Development units that are all aligned to the Massachusetts Curriculum Frameworks and the WIDA standards.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	The school will maintain a 90% student return rate.

Retention Plan –Strategies	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> ● IEP meetings will be held annually and biannual IEP reports will be mailed to all students with IEPs. Transition planning will occur at IEP meetings to support the development and implementation of students' post secondary plans. ● Constant communication is emphasized with parents by our special education department by phone, via email, or parent meetings to discuss academic progress. ● Special education students will be allowed more time outside of general education setting to increase individualized learning. ● Daily focus periods are devoted to students who need support or enrichment in math and ELA. ● Grade level teachers in grades 5 and 6 will co-teach with special education teachers to better serve all students. ● Continued emphasis on enrichment involvement to help build confidence and explore student talents. ● Students are encouraged to participate in the three or four week summer academic and enrichment program and the after-school skill building program. ● Special education staff will participate in the Student Support Team process, working with teachers, counselors, administrators, and ESL staff to identify areas of student need and implement interventions.

<p>Limited English-proficient students</p>	<ul style="list-style-type: none"> ● Delivery of a Sheltered English Instruction (SEI) program. ● ELL department will develop and implement ELD units of instruction that promote ELL's acquisition of academic language across the content areas and are aligned to the Massachusetts Curriculum Frameworks and the WIDA Standards. ● ESL teachers will provide ELD instruction through pull-out and push-in services during daily focus periods and core content classes. ● ESL teachers will create yearly individualized language goals for all ELL students to support students in developing their use of the English language. ● ESL staff will participate in the Student Support Team process, working with teachers, counselors, administrators, and special education staff to identify areas of student need and implement interventions. ● ELL department encourages ongoing communication with parents regarding student progress, including at least two parent/student/teacher conferences per academic year. ● ELL department shares students' progress in acquiring English by sending families ELL progress reports and appropriate translations in Spanish and Portuguese on a quarterly basis. ● ELL department will participate in planning and implementing school-wide family events with the CORE committee and recruit ELLs and their families to attend these events. ● ELL department will host the ELL Family Breakfast in November to encourage family literacy and build home-school relationships. ● ELLs will be encouraged to participate in the three or four week summer academic and enrichment program and the after-school skill building and enrichment program. ESL teachers may provide additional instruction during these programs.
<p>Students eligible for free or reduced lunch</p>	<ul style="list-style-type: none"> ● Daily focus periods devoted to students who need support or enrichment in math and ELA in middle school. ● Expanding technology classes to grades 5 and 6 to help improve student computer skills. These classes will include digital citizenship. ● Peer tutoring will be provided before and after school for middle school students. ● Student support team will maintain contact with parents/families regarding student academics. ● School sponsored dual enrollment opportunities for our high school students at both UMass Dartmouth and Bristol Community College. ● Honors courses at the high school level. ● Curriculum based field studies. ● Up to two Parent/Teacher/Student conferences per year. ● We offer a three or four week summer academic and enrichment program and an after-school skill building program. ● Students in grades 9-12 will be issued a Chromebook so they have better accessibility to teaching and learning. ● Academic support from community partnerships including the Upward Bound program, RAPPP program, and the New Bedford Whaling Museum. ● Piloting a grade 5-12 game design curriculum that will potentially give students the opportunity to become certified in Unity (a professional gaming software).

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> ● Provide these students with additional academic support through daily focus periods devoted to math and ELA in the middle school. ● Skill building after school program. ● Peer tutoring will be provided before and after school for middle school students. ● Ongoing communication between the student support team and parents/guardians.
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> ● Provide middle school students with additional academic support through daily focus periods and the skills building after school program. ● Peer tutoring will be provided before and after school. ● Frequent communication between the student support team and parents/guardians. ● Encourage these students to participate in after school enrichment activities that might engage them more and motivate them to come and stay in school.
<p>Students who have dropped out of school</p>	<ul style="list-style-type: none"> ● Not applicable to our school since we do not accept students in grades 9-12.
<p>OPTIONAL Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<ul style="list-style-type: none"> ● Provide middle school students with additional academic support through daily focus periods and the skills building after school program. ● Frequent communication between the student support team and parents/guardians. ● Encourage these students to participate in after school enrichment activities to engage them more to the school.

APPENDIX C

SCHOOL AND STUDENT DATA TABLES

GLCPS: <http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04960000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	11.8	8.8
Asian	1.4	6.5
Hispanic	27.8	18.6
Native American	0.8	0.2
White	53.1	62.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-race, non-Hispanic	5.1	3.2
Special education	60	11.8
Limited English proficient	40	7.9
Economically Disadvantaged	338	66.5

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Dr. Stephen Furtado	Executive Director	7/1/2009	
Lena Pires	Principal	1/14/2015	
Michael Giroux	Middle School Dean of Students	7/1/2015	
Bridgit Martin	High School Dean of Students	7/1/2014	
Ashley Bouley	Director of Special Education	9/1/2007	
Adonis Ferreira	Director of Student, Family and Community Life	3/3/2008	
Stephen Furtado, Jr.,	Director of Business and Finance	11/15/2010	
Ashley McPherson	College & Career Coord., Lead Counselor	7/1/2015	
Derek Michael	Director of Curriculum	9/1/2007	
Darlease Monteiro	Technology Instruction Specialist	09/01/2013	
Lynn Poyant	Director of Education and Community Outreach	1/16/2012	
Kristina Soprano	ELL Coordinator	7/1/2014	6/30/2016

Derek Stevens	Director of Technology	7/1/2007	
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TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	44	2	7	
Other Staff	29	0	2	

Reasons for departures: One staff left due to non renewal, while one other was a certification issue. Six teachers and one staff member took other positions within K12 education. One teacher retired. One teacher was let go within 90 days of hire.

BOARD MEMBERS FOR THE 2015-2016 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
J. Abra Degbor	Chairperson	YourPRcompany.com LLC		3/8/15 – 3/7/18
Jean Fox	First Vice Chair	MassDOT Southcoast Rail Project		6/9/14 – 6/8/17
Craig Dutra	Second Vice Chair	Westport Selectman		3/11/16 – 3/10/19
Angela Johnston	Clerk	New Bedford Economic Development Council		3/9/15 – 3/8/18
Anthony Garro	Treasurer	University of Massachusetts Dartmouth		3/8/15 – 3/7/18
Paul Correia	Member	LifeStream		3/11/16 – 3/11/19
Eleanor Lewis	Member	Public health consultant		10/21/13 – 10/20/16
Ronald Melbourne	Member	Membrane Concepts		10/7/13 – 10/6/17
Jennifer Menard	Member	Rogers Williams University		3/11/16 – 3/10/19
Renuka Rajapakse	Member	University of Connecticut		3/11/16 – 3/10/19
Ismael Ramirez-Soto	Member	University of Massachusetts at Dartmouth		9/11/13 – 9/10/16
Jessica Ross	Member	Harvard Graduate School of Education		3/8/15 – 3/7/18
E. Ann Sheehan	Member	Community Volunteer		3/8/15 – 3/7/18
David N. Slutz	Member	Potentia Business Solutions LLC		5/12/14 – 5/11/17

Eunice Yang	Member	Residential Counselor & Clinical Research Assistant		3/9/15 – 3/8/18
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APPENDIX D ADDITIONAL REQUIRED INFORMATION

KEY LEADERSHIP CHANGES

Position	Name
Board of Trustees Chairperson	J. Abra Degbor
Charter School Leader	N/A
Assistant Charter School Leader	N/A
Special Education Director	N/A
MCAS Test Coordinator	N/A
SIMS Coordinator	N/A
English Language Learner Director	N/A

FACILITIES

Location	Dates of Occupancy
190 Ashley Blvd. New Bedford, MA 02746	July 2007 - Present
174 Union Street New Bedford, MA 02740	August 2011 - Present

ENROLLMENT

Action	Date(s)
Student Application Deadline	2/28/2017
Lottery	3/9/2017