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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)	2012 and 2017
Maximum Enrollment	500	Current Enrollment	500
Chartered Grade Span	5-12	Current Grade Span	5-12
# of Instructional Days per school year	180	Students on Waitlist	286
School Hours	8:23 AM -2:50 PM	Age of School	10
<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>			

Jeff Wulfson
Acting Commissioner of Elementary and Secondary Education
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

Dear Commissioner Wulfson:

On behalf of the Board of Trustees of Global Learning Charter Public School (GLCPS), I am enclosing our 2016-2017 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.

As a result of the school's charter renewal this past year with no conditions attached, we are planning our next five years with a fresh focus on student-centered, project-based learning; on building our science, technology and math departments; and, on strengthening college and career exploration for all students.

We have shifted our definition for student success to a 5-16 approach to include the years beyond high school graduation. We offer college and career curricula in all grade levels and have acquired college and career readiness software to provide students and their families with college planning and career assessment tools. In addition, we offer dual enrollment to high school students through the University of Massachusetts Dartmouth, Bristol Community College and Cape Cod Community College. We have established a Mentoring for College Success program, pairing high school seniors with volunteer mentors from the community. Mentors and students are asked to commit to a continuation of the mentoring relationship for a minimum of the student's first year of college.

GLCPS enrollments reflect a continued expansion of student subgroups. To address the specific needs of these populations, we have expanded and strengthened our English Language (EL) department to serve the needs of our EL students. This department creates and implements an EL curriculum; provides in- and out-of-class services; supervises ACCESS testing and analyzes its resulting data. The EL 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 (SEI) model. Most of our core content teachers and administrators have earned the required SEI endorsement or are in the process of doing so. In addition, the Special Education Department has implemented a co-teaching model at the middle school level. Teachers have been trained in this model through extensive professional development. Special education teachers are assigned to work with regular education teachers in specific content areas to reinforce skills for all students.

The mission of 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. At GLCPS, essential skills include: technology literacy, public speaking, global citizenship, and arts exploration. Essential to that mission are some key elements.

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 to be more prepared for the rigors of their future college and career endeavors.
3. **Student-centered classroom:** Teachers use research-based instructional pedagogies, such as differentiated instruction and project-based learning, to inspire students to question, collaborate, and solve problems.

While these elements are present in much of what we accomplish as a school, we acknowledge that we cannot remain complacent. We must recognize any and all shortcomings as we work to achieve meaningful and tangible results for all students. With this developmental mindset, we look forward to the challenges and possibilities of growth in the coming years.

One of our challenges is balancing the middle school and high school populations. Our 8th grade students have a number of different options to choose from when it comes to selecting a high school. The fact is there are some things that GLCPS cannot offer that other, larger area schools can; for example, a comprehensive MIAA athletics program. To provide some measure of program variety, we have expanded our focus on 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, is noteworthy. In addition, the popularity and success of the high school and middle school bands, the jazz band, and now the string ensemble, make these offerings true standouts among the myriad activities we offer after school. Just this past year, the GLCPS music program was recognized internationally, with the school's executive director and band director accepting an invitation to the European Music Education Association's Conference in Germany. The GLCPS Student Jazz Band performed for the conference via Skype.

We have also implemented a community-wide music collaborative, with the support of the Massachusetts Cultural Council and other funding sources, bringing together music students from other schools in the region and ensuring that the arts remain an integral part of every student's educational choice and experience. These experiences would otherwise be unavailable to most of our student population. We are pleased that this regional effort has caught the eye of the local newspaper and earned the respect of many area educators.

In terms of facilities, GLCPS leadership and the Board recognize that having two campuses is not ideal for the collaboration, collegiality, and familiarity we wish to foster among 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 main campus building. In the coming years, GLCPS intends to seek out and secure a more permanent home in the community -- a home that not only accommodates the school's student body, but that can best fit the educational, physical, social and emotional needs of every GLCPS student.

Receiving the new five-year charter reinforces the work GLCPS has accomplished and will continue in the coming years. Plans to increase our dual enrollment program with the University of Massachusetts Dartmouth, Bristol Community College and Cape Cod Community College will further promote the rigor of our course of study. In addition, plans are in place for partnering with the University of San Diego on a new software program that will track and assess student learning, including diverse learning styles. GLCPS is one of a few schools nationwide chosen to pilot this new software program.

With all of this in mind, we look toward a bright future for the Global Learning Charter Public School. We recognize, now more than ever, that we are preparing students for a rapidly changing and shrinking world. The Board of Trustees is committed to ensuring the success and growth of Global Learning Charter Public School, and we look forward to building on past accomplishments with an eye to enhancing the educational, social, and emotional experience for all students.

Sincerely,

A handwritten signature in cursive script that reads "J. C. Fox".

Jean C. Fox, 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 2016-2017, GLCPS successfully implemented its Mission and Vision in the following ways:

1. 100% of all GLCPS students publicly 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 students participating in several AHA! nights in New Bedford. These nights allowed our band and fine arts students to demonstrate their work to the

community. Our Martial Arts program continues to grow: four seniors and one junior advanced to Black Belt candidacy. More than 10% of GLCPS students are involved in the Global Karate Academy.

3. This school year saw continued development of our 1-to-1 Chromebook initiative. The school technology plan includes expanding the initiatives to grades 7 and 8.

4. This was year two of our 10th and 12th grade Capstones. This is an important step in the rigor and expectations of our yearly POL process. All 10th and 12th graders successfully completed an independent project of their design. This project included an MLA-style research paper and a presentation of the project to a group of adults.

5. To expand our college and career readiness, GLCPS developed an Early College partnership with Bristol Community College. This program launched in 2016-2017 with our upper-class students having access to three Dual Enrollment courses.

In summary, 2016-2017 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, across the nation, and around the globe. 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 fourth year of hosting area teachers as part of the Massachusetts Math/Science Partnership grant. 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.

Please see full Dissemination Chart in Appendix D.

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=2016&orgtypecode=6&>

B. Our students continued to show positive cohort growth on the MCAS. As shown in the full data chart of Appendix B, each of our existing MCAS cohorts (grades 6, 7, 8, and 10) showed test-to-test improvement in English-Language Arts. Grades 8 and 10 showed similar test-to-test gains in mathematics. Our 8th grade science scores were the highest since 2009. Our overall school percentile rank was the highest in school history.

2. STAR Test Student Growth Grade Level Equivalency:

Mathematics

Grade	Fall Test	Spring Test	Difference	SGP
5th	4.8	5.8	1.0	46
6th	5.6	6.5	0.9	42
7th	7.3	9.5	2.2	50
8th	8.5	11.1	2.6	46
9th	10.0	11.8	1.8	47
10th	11.1	12.9	1.8	58

Reading:

Grade	Fall Test	Spring Test	Difference	SGP
5th	4.8	5.4	0.6	52
6th	5.8	6.1	0.3	38
7th	6.4	6.8	0.4	39
8th	7.5	8.2	0.7	49
9th	7.9	8.0	0.1	37
10th	8.0	8.3	0.3	38

The above data shows a mixed bag. The growth in mathematics was far more significant than that of reading. Reading instruction, particularly for lower-level readers and our growing EL population, will be a potential focus of professional development next year.

On a positive note, GLCPS received additional honors for the strength of its academic program. For the fourth consecutive year, US News and World Report awarded GLCPS a Silver Medal and ranked us as the 59th best public high school in the state in 2016. We were the only high school in the Southcoast region to be honored.

As mentioned previously, in Appendix B-1, we have included tables 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 2016-2017 school year, we continued to focus on energy on creating rigorous student experiences. Continuing this year, all students must show proficiency on key writing assignments to advance to the next grade level. These assignments were 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.

Additionally, GLCPS has developed an Early College partnership with Bristol Community College. This program launched in 2016-2017 with our upper-class students having access to three Dual Enrollment courses. This number will expand to 5 in the next two academic years. Our students also participated in courses offered through Cape Cod Community College and the University of Massachusetts-Dartmouth.

This year our ELL student population grew to the highest number in our school's history. We welcomed a new ELL Director and continued working toward implementing the new curriculum guidelines into our ELD curriculum. The DESE Model ELD curriculum serves as a guide in this process.

GLCPS is aware of the curriculum framework changes to science, ELA, and mathematics. Our transition plan includes purchasing a new Lab Aids curricula in science. For ELA and

Mathematics, teachers, aided by the Director of Curriculum, have planned release time and department meeting time to explore the new frameworks and make the necessary curriculum changes.

Social, Emotional, and Health Needs:

GLCPS strives to create a school culture that is student centered and promotes a positive learning environment that supports the social, emotional and health needs of all students. We strengthen the relationship with our families through the Student Support Team (SST). The SST consists of the Director of Student, Family and Community Life, the Home-School Liaison, the School Nurses (2), the School Social Workers (2), and the High School Lead Counselor. The school social workers and the school nurses take the lead in addressing and supporting students with their social, emotional and health needs.

School Social Workers:

GLCPS offers counseling services to all students at the school. Our counseling services provide students with a range of services to support student wellness. Our aim is to assist students to engage in their academic studies purposefully. The two social workers are master's prepared/state-licensed clinicians. Social workers are available to help address challenges that students may be facing.

Essential Functions of Social Workers:

- Provide short term supportive services to students including individual and group counseling/support focused on relaxation/coping strategies;
- Facilitate lunch bunch groups to improve social skills and relationship building;
- Assessment of students where there is alleged abuse or neglect and students experiencing psychiatric difficulties;
- Provide conflict resolution and meditation, problem solving with a focus on mental health wellness (including stress/anxiety management, mindfulness and movement);
- Consult with school staff completing classroom observations and assisting in establishing student support plans and support in and outside classroom for those students who are experiencing adjustment/academic difficulties;
- Coordinators of and facilitators of 504 meetings;
- Advising students regarding high school, secondary school options, and career planning;
- Members of Response to Intervention Team, Attendance Committee, Child Protection Team, Trauma Response Team, and Crisis Team.

School Nurses:

The school nurses are an integral part of the SST and school health practices. The full time nurses have 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 conjunction with the parent/guardian, the nurses review the student's health needs and implement individualized health care plans and 504 plans (with social workers' 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 nurses collaborate 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.

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 nurses participate in trainings to keep updated on best practice in school health and wellness and they consult regularly with the Southeast Massachusetts School Nurse contact. The school nurses also serve as members 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 13

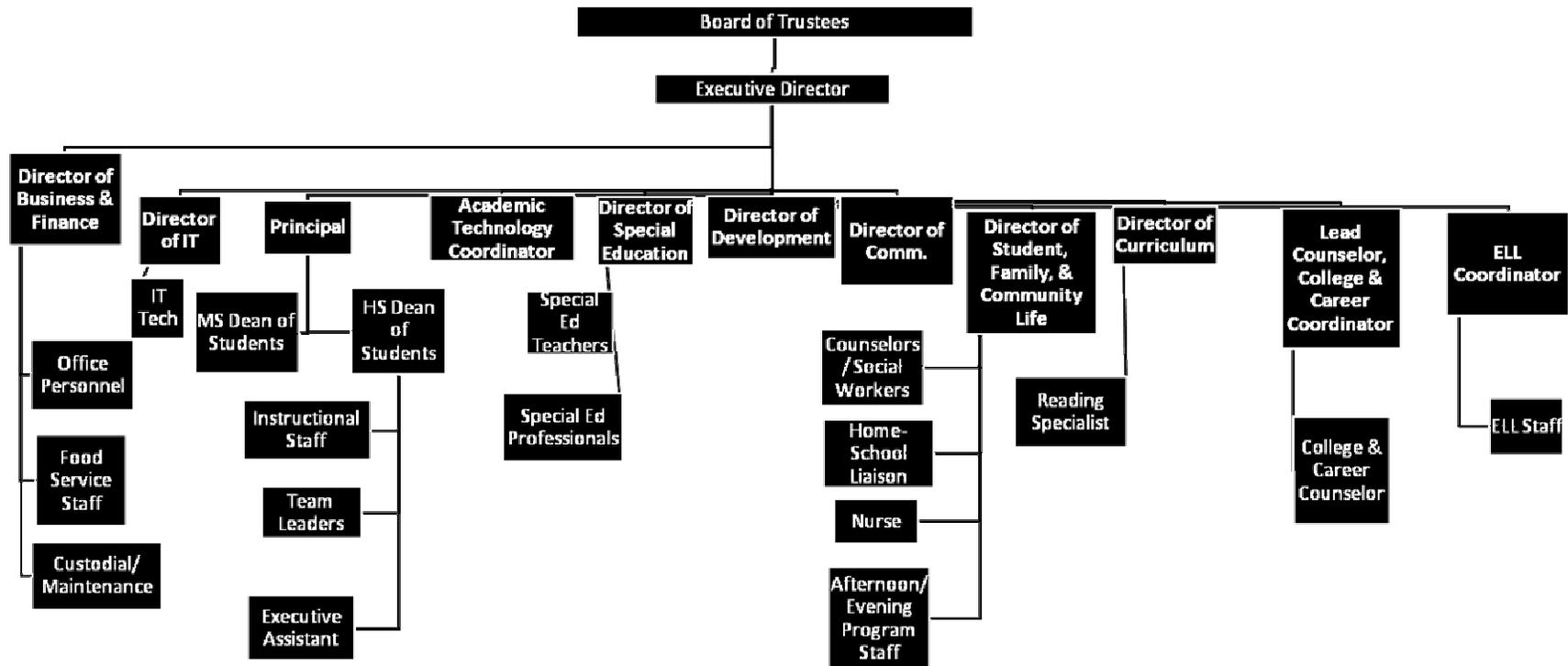
Network Structure or Multiple Campus Organizational Structure

Not applicable

Teacher Evaluation

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

GLOBAL LEARNING CHARTER PUBLIC SCHOOL ORGANIZATIONAL CHART



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		<u>\$ 1,513,931</u>
	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		<u>\$ (151,896)</u>
	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	<u>\$ 1,973,039</u>
Noncurrent Assets:		
	Capital assets:	
	Leasehold improvements	\$ 2,643,601
	Furniture and equipment	\$ 1,351,709
	Textbooks	\$ 197,241
		<u>\$ 4,192,551</u>
	Less accumulated depreciation	<u>\$(2,525,968)</u>
	Net capital assets	\$ 1,666,583
Other assets:		
	Cash-scholarships	<u>\$ 59,564</u>
	Total noncurrent assets	<u>\$ 1,726,147</u>
	Total Assets	<u>\$ 3,699,186</u>
Liabilities and Net Position		
Current liabilities:		
	Accrued expenses	<u>\$ 423,340</u>
	Total current liabilities/Total liabilities	
Net position:		
	Net investment in capital assets	\$ 1,666,583
	Restricted	\$ 59,564
	Unrestricted	<u>\$ 1,549,699</u>
	Total net position	<u>\$ 3,275,846</u>
	Total liabilities and net position	<u>\$ 3,699,186</u>

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 2016-2017

Faithfulness to Charter

	2016 - 2017 Performance (Met/Not Met)	Evidence
Objective: GLCPS Students will achieve Academic Excellence to be ready for the rigors of higher education.		
<p>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.</p>	MET	<p>Course transcripts, GLCPS course requirements</p>
<p>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.</p>	Partially Met (4 out of 5 components)	<p>Percent of Students Scoring >75: Expository: 85% Response to Literature: 88% Personal Narrative: 85% Research Paper: 79% Creative Piece: 89%</p>
<p>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.</p>	Partially Met	<p>Percent of Students Scoring >75: Document Essay: 75% Hand-Drawn Map: 76% Oral History: 82% Research Paper: 79% Timeline: 94%</p>
<p>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.</p>	Not Met	<p>Grade Level results from STAR Math Test or End of Course Exam: 5th: 48% 6th: 42% 7th: 66% 8th: 67% 9th: 65% 10th: 76% 11th: 54%</p>
<p>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.</p>	MET	<p>Based on gradebook analysis, 92% of students showed proficiency on a standards-based research project.</p>
Objective: GLCPS Students will show mastery of the following 21st Century Essential Skills: Public Speaking, Global Citizenship, Technology Literacy, and Arts Exploration		
<p>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 of public speaking skills.</p>	MET	<p>Greater than 99% of students participated in three public presentations of learning.</p>

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	Greater than 95% of students showed proficiency in public speaking as documented in teacher gradebooks.
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	97% of students met proficiency based on course rubrics.
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.	Partially Met	Acceptable Use Policy: -Middle School = 80.75% -High School = 85.32% Copyright Law -Middle School = 66.84% -High School = 68.82% Excel Knowledge -Middle School = 75.69% -High School = 78.22%
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:

	2016 - 2017 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	95% of teachers were rated as Proficient or Exemplary as measured by the DESE Model Rubric.
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	MET	ISSPs generated by October 30, 2016 by Director of Curriculum

Support Plan for all students scoring below proficient in core academic areas.		
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: 89.5% Math: 65.2%

APPENDIX A2 ACCOUNTABILITY PLAN EVIDENCE 2015-2016

GLOBAL LEARNING CHARTER PUBLIC SCHOOL MCAS RESULTS 2008-2016

MATH CPI BY GRADE LEVEL AND COHORT

Grade Level	2009	2010	2011	2012	2013	2014	2015	2016
10th	73.5	89.8	94.6	97.5	89.3	92.9	93.8	88.07
8th	74.3	70.3	68.7	77.2	63.5	73.3	85.1	81.55
7th	64.9	60.2	66.8	70.6	59.2	65.9	77.6	74.34
6th	68.9	70	72.1	66.9	77.5	76.9	81	68.82
5th	61.9	69.2	66.8	66.6	65.9	77.5	76.9	68.31
Overall	67.7	68.3	70.7	71.8	68.8	74.9	80.5	74.93
State Average	78.5	79.9	79.9	79.9	80.8	80.3		

Cohort	Current Grade	2009	2010	2011	2012	2013	2014	2015	2016
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	Graduated	61.9	70	66.8	77.2		92.9		
Class of 2017	12th		69.2	72.1	70.6	63.5		93.8	
Class of 2018	11th			66.8	66.9	59.2	73.3		88.07
Class of 2019	10th				66.6	77.5	65.9	85.1	
Class of 2020	9th					65.9	76.9	77.6	81.55
Class of 2021	8th						77.5	81	74.34
Class of 2022	7th							76.9	68.82
Class of 2023	6th								68.31

Blackened Areas indicate years test was not taken at GLCPS

GLOBAL LEARNING CHARTER PUBLIC SCHOOL
MCAS RESULTS 2008-2016

ELA CPI BY GRADE LEVEL AND COHORT

Grade Level	2009	2010	2011	2012	2013	2014	2015	2016
10th	82.4	92.3	98.1	100	97.6	96.4	97.6	96.11
8th	93.4	90.3	90	94.9	90.2	89.5	94.8	92.86
7th	85.7	80	88.1	84.3	80.1	91.5	89.7	93.42
6th	77.9	86.8	83.3	74.7	78.1	84.7	79.2	78.53
5th	83.9	76.8	76.8	75.6	76.2	80.8	76.2	70.17
Overall	84	83.4	85.6	83.5	83.1	87.2	86.6	84.81
State Average	86.5	86.9	87.2	86.7	86.8	86.7		

Cohort	Current Grade	2009	2010	2011	2012	2013	2014	2015	2016
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	Graduated	83.9	86.8	88.1	94.9		96.4		
Class of 2017	12th		76.8	83.3	84.3	90.2		97.6	
Class of 2018	11th			76.8	74.7	80.1	89.5		96.11
Class of 2019	10th				75.6	78.1	91.5	94.8	
Class of 2020	9th					76.2	84.7	89.7	92.86
Class of 2021	8th						80.8	79.2	93.42
Class of 2022	7th							76.2	78.53
Class of 2023	6th								70.17

Blackened Areas indicate years test was not taken at GLCPS

APPENDIX B

CHARTER SCHOOL RECRUITMENT AND RETENTION PLAN

School Name: Global Learning Charter Public School

Date: 6/29/16

2016-2017 IMPLEMENTATION SUMMARY:

1. GLCPS implemented a majority of 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 2017-2018. This is a significant recruitment tool as approximately 70% of our prospective families say they learn of GLCPS by word of mouth and through our mailings. We scheduled two additional school tours in January and a recruitment coffee hour/tour on a Saturday in January. We held a very successful Enrollment Open House in February. We held two 8th Grade Nights (Parent/Student 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. The school's student ambassadors continued to play a prominent role in recruitment and community outreach activities. All of our school events were staffed by a diverse staff capable of communicating with our community in Spanish, Portuguese, and Cape Verdean (primary languages of our student population). This year we did not advertise in a local Spanish newspaper as the "Latino Expreso" is no longer in circulation.
2. The CHART data indicates the GLCPS' School percentage (49.7%) was slightly under the GNP percentage (50.9%) and CI percentage (56.5%). Consequently, we did not meet the GNT/CI and will have to enhance our recruitment strategies in this area. However, our internal school data indicates that 66.9% of our students receive free and reduced lunch. We see this figure as a more accurate representation of our Low Income/Economically Disadvantaged population.
3. We believe our October 1 SIMS data will meet the comparison index or the gap narrowing targets

GENERAL RECRUITMENT ACTIVITIES FOR 2016-2017:

1. 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 2018. 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, Community Economic Development Center (CEDC), Dennison Memorial Community Center, New Bedford Housing Authority, Immigrants' Assistance Center, Neighborhood Associations, 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), Kennedy Donovan Center, Bay Coast Behavioral, New Bedford Area Office of the Department of Children and Families, YouthBuild New Bedford, Joseph Abboud Manufacturing, numerous faith based organizations, neighborhood businesses, information tables at community events

and other activities, and participation in the annual School Choice Fair held in January/February.

2. Advertisement in the following media outlets: Fun 107, WBSM, O Jornal (Portuguese language newspaper), The Standard Times, and New Bedford Cable Access. Public Service Announcements 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 recruitment advertising signs on the outside of the main campus.

3. Enrollment Open House held annually at the main campus in February. Enrollment Open House and information sessions are available in conjunction with our annual Winter Arts Show to give prospects a general overview of the school activities. This event 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 Nights (Parent/Student 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. Will also reinstitute 8th Grade Shadow Day of the High School. Recruitment materials will state that "children with special needs or services are welcome at our school." Recruitment materials and enrollment application will be available in Spanish and Portuguese.

Recruitment Plan –Strategies	
List strategies for recruitment activities for each demographic group.	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 13.4%</p> <p>GNT percentage: 13.2%</p> <p>CI percentage: 14.8%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>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</p>

	<p>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), Kennedy Donovan Center, Bay Coast Behavioral, New Bedford Community Connections Coalition, and Department of Children and Family Services.</p>
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Limited English-proficient students/English learners

	(b) 2016-2017 Strategies
<p>(a) CHART data</p> <p>School percentage: 10.7%</p> <p>GNT percentage: 6.8%</p> <p>CI percentage: 13.5%</p> <p>The school is above GNT percentages and below CI percentages</p>	<p>X <input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>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, Community Economic Development Center, 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.</p>

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

	(b) 2016-2017 Strategies
<p>(a) CHART data</p> <p>School percentage: 49.7%</p> <p>GNT percentage: 50.9%</p> <p>CI percentage: 56.5%</p> <p>The school is below GNT percentages and below CI percentages</p>	<p>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 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</p>

	<p>access channels.</p> <p style="text-align: center;">(c) 2017-2018 Additional Strategy(ies), if needed</p> <p>X <input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>GLCPS will enhance recruitment strategies by providing additional community outreach to the Greater New Bedford Community Health Center, WIC Program, and PACE Head Start facilities. Outreach will also be expanded to four additional housing development communities. These strategies may take 2-3 years to produce data change.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>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.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <p>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.</p>

APPENDIX B2 RETENTION PLAN 2016-2017

Retention Plan 2017-2018

2016-2017 IMPLEMENTATION STRATEGY

GLCPS successfully implemented most of the strategies outlined in the 2016-2017 retention plan. 97.6% of the students included in the October SIMS data completed the 2016-2017 school year. Classroom instruction and academic support continued to be data driven with efforts being placed on our daily focus periods and academic skill building after school. The school provided a peer tutoring program before and after school. Students in all grades were invited to participate in the four week summer academic and enrichment program. All new fifth grade students were invited to participate in a two day summer academy and the four week summer program. The English Learners Education Department (ELD) expanded by adding an additional ESL teacher, to make a department of two ESL teachers and an ELL Coordinator. The department served an additional 31 fifth grade EL students. Although the department fulfilled most of its goals, the ELD teachers were not able to create yearly individualized language goals for all EL students in 2016-2017. Furthermore, priority was made to enhance our college readiness program with additional resources being allocated to strengthening our college and career services.

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

Retention Plan –Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p style="text-align: center;"><u>(a) CHART data</u></p> <p>School percentage: 6.3% Third Quartile: 18.4%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p>X <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● IEP meetings will be held annually and IEP progress reports will be mailed to all students with IEPs. Transition planning will occur at IEP meetings with students ages 14 and older 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 in their

	<p>area of educational disability.</p> <ul style="list-style-type: none"> ● Grade level teachers in grades 5 and 6 will co-teach with special education teachers to better serve all students. ● Emphasis will continue 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.
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Limited English-proficient students/English learners

	(b) 2016-2017 Strategies
<p>(a) CHART data</p> <p>School percentage: 5%</p> <p>Third Quartile: 14.5%</p> <p>The school is below third quartile percentages.</p>	<p>X <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Delivery of a Sheltered English Instruction (SEI) program. ● ELE department will develop and implement ELD units of instruction that promotes EL's acquisition of academic language across the content areas and are aligned to the Massachusetts Curriculum Frameworks and the WIDA Standards. These units are guided by the Next Generation ESL Resource Guide and model curriculum units. ● ELD teachers will create ELD instruction through self-contained and push-in services during daily instructional time and core content classes. ● ELD teachers will create yearly individualized language goals for all EL students to support students in developing their use of the English language. ● ELE department will meet with students individually to review English language development performance at the beginning of the year, in December before ACCESS, and again in June after ACCESS results are received. ● ELD 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. ● ELE department encourages ongoing communication with parents regarding student progress, including at least two parent/student/teacher conferences per academic year. ● ELE department shares students' progress in acquiring English by sending families EL progress reports and appropriate translations in Spanish and Portuguese each grading period. ● ELE department will participate in planning and implementing school-wide family events with the CORE committee and recruit ELs and their families to attend these events. ● ELE department will host the EL Family Breakfast in November to encourage family literacy and build home-school relationships.

	<ul style="list-style-type: none"> ● ELs 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. ELD teachers may provide additional instruction during these programs. ● In order to improve two-way communication with families, parents and guardians were invited to come to school to review ACCESS results and ask questions. In 2017-2018, we plan to provide families with the option of home visits in order to build relationships and increase communications.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 11.6% Third Quartile: 19.2%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2016-2017 Strategies</p> <p>X <input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</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 style="text-align: center;"><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● Provide these students with additional academic support through daily

	<p>focus periods devoted to math and ELA in the middle school.</p> <ul style="list-style-type: none"> ● 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><u>Students at risk of dropping out of school</u></p>	<p>(d) 2016-2017 Strategies</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><u>Students who have dropped out of school</u></p>	<p>(d) 2016-2017 Strategies</p> <ul style="list-style-type: none"> ● Not applicable to our school since we do not accept students in grades 9-12.
<p>OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(d) 2016-2017 Strategies</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

Student demographic information can be found on the Department’s website using your school’s profile. Please provide the link to your school’s profile on the Department’s website.

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	54	10.7
Asian	5	1.0
Hispanic	151	29.8
Native American	5	1.0
White	265	52.3
Native Hawaiian, Pacific Islander	0	0.0
Multi-race, non-Hispanic	27	5.3
Special education	68	13.4
Limited English proficient	54	10.7
Economically Disadvantaged	252	49.7

ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)

*Add additional rows as necessary

TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR				
	Number as of the last day of the 2016-2017 school year	Departures during the 2016-2017 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	42	1	5	
Other Staff	29	1	2	

Reasons for departures: One teacher left due to a certification issue. Three teachers and one staff member took other positions within K12 education. Two teachers and two staff members left for personal reasons.

BOARD MEMBERS FOR THE 2016-2017 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		6/29/17 - 6/28/20
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 – 3/10/19
Paul Correia	Member	LifeStream		3/11/16 – 3/11/19
Eleanor Lewis	Member	Public health consultant		10/20/16 - 10/19/19
Ronald Melbourne	Member	Membrane Concepts		10/7/14 – 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		9/11/15 - 9/10/18
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		5/12/17 – 5/11/20

APPENDIX D ADDITIONAL REQUIRED INFORMATION

KEY LEADERSHIP CHANGES

Position	Name
Board of Trustees Chairperson	N/A
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	2/28/2018
Lottery	3/8/2018

Dissemination Chart

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Student-Centered Instruction	Presentation at the Future of Education Conference, Florence, Italy	Derek Michael, Director of Curriculum	Mission and Key Design Elements	Conference attendees, The Future of Education conference in Florence, Italy	Presentation was not grant-funded
Student-Centered Instruction	Presentation at the Language, Literacy, and Culture conference, Venice, Italy	Derek Michael, Director of Curriculum	Mission and Key Design Elements	Conference attendees, Language, Literacy, and Culture conference, Venice, Italy	Presentation was not grant-funded
Technology practices at GLCPS	Led a roundtable discussion at the November 18 DESE-sponsored School Redesign conference	Darlease Monteiro, Technology Coordinator	Mission and Key Design Elements	Participants included teachers and staff from various public school districts and Charter Schools	Agenda and discussion notes. Not grant funded.
Project-Based Learning and Authentic Science Assessments and Practice	Sustainability and Everyday Physics Courses co-taught by Bristol Community College and the Museum Institute for Teaching Science	Derek Michael, Director of Curriculum	Mission and Key Design Elements	Participants included teachers from New Bedford Public Schools, Fall River Public Schools, Wareham Public Schools and Taunton Public Schools	Course syllabi. Courses were funded by our Massachusetts Math and Science Partnership Grant.
Project-Based Learning	Workshops held at University College, Dublin, Ireland and SEDA College, Dublin, Ireland	Heidi Eastman, High School History Teacher	Mission and Key Design Elements	Participants included teaching staff from University College, Dublin and SEDA College	Workshop materials include syllabi, agendas and participant-produced material
Student-Centered Literacy Practices in Science	Workshop held at National Science Teacher Association in Los Angeles, California	Ashley Burnett, High School Science Teacher	Mission and Key Design Elements	Participants included attendees from across the country	Workshop materials include a powerpoint and handouts.
Student-Centered Science Practices	Workshop held at National Science Teacher Association in Los Angeles, California	Diana Cost, High School Science Teacher	Mission and Key Design Elements	Participants included attendees from across the country	Workshop materials include a powerpoint and handouts.

