



**CONSERVATORY LAB CHARTER SCHOOL  
2120 DORCHESTER AVENUE  
DORCHESTER, MA 02124**

# **ANNUAL REPORT 2014-2015**

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## Introduction to the School

<b>Name of School: Conservatory Lab Charter School</b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Boston, MA
Regional or Non- Regional?	Non-Regional	Districts in Region (if applicable)	NA
Year Opened	1999	Year(s) Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	444	Current Enrollment	396
Chartered Grade Span	PreK to Grade 8	Current Grade Span	PreK to Grade 8
# of Instructional Days per school year	180	Students on Waitlist	1,339
School Hours	7:15 a.m. – 4:15 p.m.	Age of School	16 years
<p><b>Mission Statement</b></p> <p>Conservatory Lab Charter School empowers a diverse range of children as scholars, artists, and leaders through a unique and rigorous academic and music education. We enrich the larger community through performance, service, and collaboration. As a laboratory school, we develop and disseminate innovative educational approaches that will positively impact children in other schools and programs.</p>			

## Letter from the Chair of the Board of Trustees

July 31, 2015

Dear Friends of Conservatory Lab,

This year has been one of transformation and great promise as Conservatory Lab continues to expand. Our student body increased from 311 to 396, and the end of the year saw the graduation of our first 8<sup>th</sup>-grade class. While our primary school (grades pre-K – 1) remains in Brighton, our elementary and middle schools moved to a new facility in Dorchester, MA with more space for classroom learning, orchestral rehearsals, and professional development activities. We look forward to operating from one facility with ample rehearsal spaces, science and art rooms, a cafeteria, and a gymnasium when our state-of-the-art permanent site is built within the next two years.

A growing student population demands an expanding staff and flexible structures to respond to changing needs. This year, we initiated a new leadership structure with individual directors for the primary school (grades preK – 1), the elementary school (grades 2 – 4), and middle school (grades 5 – 8). To address the needs of an increasing number of incoming special needs and English language learners, we welcomed a Director of Special Education, an ELL Coordinator, as well as additional paraprofessional staff. A New Teacher Induction Coach supported our incoming academic faculty in implementing our unique curriculum and maintaining a common culture throughout the school.

When our charter was approved for the third time last year, the Department of Elementary and Secondary Education (DESE) commended our extensive dissemination efforts. This year, we went even further in sharing our innovative practices and materials. In August 2014, we launched the Transforming Literacy Project, funded by DESE to disseminate best practices in early literacy. In its first year, the project worked with 14 kindergarten, first-, and second-grade classrooms in three struggling Boston Public Schools, introducing pedagogical approaches to engage students in deep learning and to enhance achievement in reading and writing.

Our greatest resource continues to be our talented and devoted staff. Our teachers distinguished themselves at the 2014 Expeditionary Learning National Conference held this past December in Boston. Conservatory Lab hosted a preconference Saturday School, inviting educators into our classrooms for an intimate look at our curriculum in action. The response was overwhelming. "The thing that is really memorable about the day at Conservatory Lab," remarked one participant, "is that everyone works as a crew. Everyone seems to be held accountable and the students are inspiring. It was incredible to witness." During the conference, master classes by teachers Jovanné Buckmire and Jenna Gampel attracted large audiences and generated a surge of requests from educators around the country for our interdisciplinary curriculum. Our students shone at the conference, as well. Eight students from the Bernstein and Dudamel Orchestras gave a moving chamber music performance at a reception at the Top of the Hub. Another group of students who had participated in the 2<sup>nd</sup>-grade snake expedition over the past few years gave a special presentation at a V.I.P breakfast; Head-of-School Diana Lam also addressed this group.

We are also extremely proud of our middle school humanities teacher, Valencia Patilla, who was selected to present her innovative curriculum, “From Frederick Douglass to Ferguson,” at the 2014 Boston Foundation EdTalks on May 7. This annual event celebrates great teachers and their innovative ideas and classroom practices. Ms. Patilla’s presentation was outstanding, calling on educators to make learning relevant to students’ lives by putting their racial and cultural identities at the core of the curriculum.

Our faculty, musicians, and staff continued to present high-quality learning expeditions and phenomenal concerts to both the local community and the city at large. Students performed at a number of community and citywide events throughout the year, including a performance for Mayor Walsh at the John Hancock Atrium during a special celebration of Conservatory Lab’s 16<sup>th</sup> anniversary, multiple performances at the 3rd Annual El Sistema Showcase, a side-by-side tango performance with the Dudamel and Pro Arte Chamber Orchestras at Sanders Theater, and a summer performance with the Landmarks Orchestra at the Hatch Shell. Students also had the opportunity to engage in numerous partnerships and mentorships, most notably with youth from the Boston Philharmonic Youth Orchestra and From the Top. This year, reflecting our growth, over 2,000 people came to enjoy our annual Spring Fling concert at a new downtown venue at John Hancock Hall, with separate concerts for our lower and upper schools. The concert is made possible by the generosity and volunteerism of our families.

A number of special guests visited our school this year, including Darnell Williams, president and CEO of the Urban League of Western Massachusetts, State Senator Dorcena-Forry, as well as leading educators and musicians from across the nation.

We believe in the power of music to engage students, foster their development as scholars and as citizens, and reinforce learning across academic subjects. Our experience confirms our intuitions. As we share our successful practices, we are also participating in two rigorous and systematic research projects that aim to build a broad understanding of the range of developmental outcomes that are fostered by various models of music education. One project, led by researchers from the Department of Psychology at Boston College, focuses specifically on whether intensive music education improves students’ executive function skills, including working memory, selective attention, task flexibility, and inhibitory control. This cutting edge research may deeply impact the entire field of education and will certainly help us find ways to make our academic and music programs even more successful.

We look forward to the continued impact our school will make in the social, academic, and creative lives of our young students.

Sincerely,

Gary Gut  
Chairman, Board of Trustees

## School Performance and Program Implementation

### Faithfulness to Charter

#### **Mission and Key Design Elements**

The key design elements that distinguish Conservatory Lab and its mission are embodied in our comprehensive *Learning Through Music* model that features two interrelated curricula programs: El Sistema and Expeditionary Learning. Together, these programs create a unique music-infused curriculum and school culture that promote creativity and critical thinking, active engagement and hands-on learning, and cooperation and collaboration.

Conservatory Lab is the only elementary/middle school in the country to offer El Sistema music instruction within the school day to every one of its 396 students. Now in its fifth year, our El Sistema program has expanded to include six full orchestras, ranging from our youngest Ellington Orchestra of first-grade string players to our most accomplished multi-grade Dudamel Orchestra; one ensemble; and our much-loved Pre-K and Kindergarten Rock Stars. With two hours of daily music instruction by nineteen talented and professionally trained resident artists and interns from local conservatories and universities, our students' skills have risen to astonishing levels of precision and musical complexity. Our orchestras and ensembles are in high demand to perform masterworks alongside professional ensembles at large iconic venues, as well as to perform at high profile cultural events and activities throughout Boston. The breadth and depth of this yearlong performance schedule (see **Attachment 1**) represents an extraordinary accomplishment that continues to make a mark on the local music and music-education community.

Our recent expansion to include a middle school was motivated, in part, to ensure that our students would have the opportunity to continue their music education through elementary and middle school to high school. We are happy to report that all of our 8<sup>th</sup>-grade graduates who applied to Boston Arts Academy were accepted and many will be continuing their musical careers there next year.

As an Expeditionary Learning school, we believe that high-quality instruction puts children at the core of learning, actively engaging them through an experiential, constructivist, and collaborative model that is interdisciplinary, culturally responsive, and differentiated to the needs of all learners. Our learning community thrives on a performance and project-based culture in which students lead and take responsibility for their own learning. Projects, published products, fieldwork, service learning, and music performances inspire students to think and work as professionals, contributing enduring works of quality and beauty to audiences beyond the classroom.

In our sixth year as an Expeditionary Learning school, Conservatory Lab's faculty has developed over twenty extended interdisciplinary, thematic studies (expeditions) that promote deep learning and integrate music with the study of social studies, science, and language arts in innovative ways. For example, our first grade expedition, "Building with the Three Little Pigs," seamlessly integrates literacy, science, engineering, and music, culminating in an original "Broadway" musical with songs that reflect student learning. Two first-grade classes performed the play at the Veronica B. Smith Senior Center in Brighton this year. For our "Portrait of an Artist" expedition this year, preschoolers created stunning self-portraits in three different art media and exhibited them at a reception at the Faneuil branch of the Boston Public Library. Another notable example is a new 8<sup>th</sup>-grade expedition on the Harlem Renaissance. Students composed original blues poems in the voice of an inspiring Harlem Renaissance muse and performed a composite blues piece based on their poems at an Action For the Arts Recital at the House of Blues. As we move forward, we are continuing to enhance and deepen students' learning experiences by forging new ways to connect our El Sistema music curriculum and performances with our learning expeditions.

Dissemination is an integral part of our mission. This year, we welcomed hundreds of visitors, many of who are interested in implementing our innovative educational approaches and school design, including two teams from large school districts in San Gabriel, California and Forth Worth, Texas that each spent two full days at our school. This year also marked the launch of the Transforming Literacy Project, funded by the Department of Elementary and Secondary Education, to work with kindergarten, first- and second-grade teachers in three Boston Public Schools. Finally, our high-profile participation in the 2014 Expeditionary Learning National Conference generated extraordinary accolades and requests for our curriculum. The dissemination report below provides further information on how we shared our practices, curriculum, and models with the Boston Public Schools, as well as educators from across the nation.

### Amendments to the Charter

Date	Amendment Requested	Approved?
3/10/15	Accountability Plan	Yes
1/16/15	Schedule	Yes

### Dissemination Efforts

This year, Conservatory Lab enhanced its dissemination efforts through a high-profile presence at the Expeditionary Learning National Conference held in Boston in December 2014, and through the Transforming Literacy Project, a new initiative funded by a substantial Massachusetts charter school dissemination grant to work with three struggling Boston Public schools on early literacy practices. We maintained collaborations with professional orchestras and educational institutions and shared our curriculum and practices with the Boston Public Schools, schools within the Expeditionary Learning network, and school districts from across the nation seeking to implement key elements of our unique model. These efforts are elaborated upon below.

Music Collaborations and Partnerships: Our students’ impressive level of artistry has allowed Conservatory Lab to forge enduring partnerships with professional orchestras and local cultural institutions. For a third consecutive year, our Dudamel Orchestra is collaborating with **The Landmarks Orchestra** to present a free summer concert to a diverse audience at Boston’s Hatch Shell. This year, Conservatory Lab’s collaboration with the **Pro Arte Chamber Orchestra** resulted in the Dudamel Orchestra’s thrilling side-by-side performance of Astor Piazzolla’s tango music at Sanders Theater, along with a stirring solo performance by program co-director and Dudamel Orchestra conductor Adrian Anantawan.

Conservatory Lab’s leadership in establishing and mentoring new El Sistema programs is having a profound impact, as evidenced by the **Third Annual El Sistema Showcase** on May 30, 2015. **The Boston Philharmonic Youth Orchestra** teamed up with our school to produce a daylong celebration of El Sistema programs from all over Massachusetts and one program from Rhode Island. Over 1,000 people gathered at Roxbury Community College to hear the masterful performances of Conservatory Lab’s Abreu and Dudamel orchestras and twelve other El Sistema programs.

Other partnerships include an ongoing collaboration with the **Children’s Museum** featuring performances at the Museum by our youngest kindergarten musicians that culminated in a “Paper Orchestra” performance in the spring, and an ongoing collaboration with **From the Top** that brought high-school music students to Conservatory Lab to work alongside our Dudamel Orchestra.

Conservatory Lab students performed this year at two venues in our new Dorchester neighborhood. In September 2014, Conservatory Lab became part of the citywide, semi-annual ArtWeek when Dudamel Brass gave a “Tapas and Toe-Tapping” performance at a nearby restaurant. In December, eight of our students gave a performance of Christmas songs at Carney Hospital’s festive dinner for seniors, and in February 2015, our Ives Ensemble gave a luncheon concert at Carney Hospital’s cafeteria.

Academic Collaborations and Partnerships: Conservatory Lab has also developed and deepened partnerships in the academic arena that provide ongoing opportunities to disseminate our best practices locally and across the nation, as well as to enhance our teaching and learning. 2014-2015 marked the third year of our participation in an innovative, cross-sector partnership with the Edison K-8 and St. Columbkille schools that is part of the **Boston Compact** and supported by the Gates Foundation. The partnership between our three schools functions as a “mini-compact” to share successful lessons and best practices, consult about struggling students, and share instructional resources.

In our continuing partnership with **Expeditionary Learning**, Conservatory Lab has distinguished itself as a model of best practices and excellence in teaching and arts integration. In August 2014, Expeditionary Learning published *Transformational Literacy: Making the Common Core Shift with Work that Matters*, featuring Jenna Gampel’s 2<sup>nd</sup> grade-classroom as an example of purposeful, inquiry-based learning and transformational literacy practices rooted in the Common Core standards. In just one year, Expeditionary Learning’s set of six videos featuring Jenna Gampel’s 2<sup>nd</sup>-grade learning expedition on snakes has inspired countless educators around the country with exemplary practices in reading, writing, science, music, and art. For the past two years, Ms. Gampel has co-presented with Expeditionary Learning’s Ron Berger at **Harvard Graduate School of Education’s Arts and Passion-Driven Learning Conference**, where her students’ striking products have been featured in the keynote and during the conference as examples of what young children are capable of when engaged in high-quality, arts-integrated learning.

Most of our student products are shared with other educators through the Center for Student Work, a collaboration between Expeditionary Learning and Harvard Graduate School of Education. In fact, many of our products are among the most viewed on the project website. This year, students participating in Harvard Graduate School of Education’s Illuminating Standards project made short videos about three of our student products, shedding light on how the Common Core standards can be met with integrity, depth, and imagination.

#### Presenting at Professional Conferences

Conservatory Lab’s teachers and students received high accolades for a series of master classes and presentations at the **Expeditionary Learning National Conference** held in Boston in December 2014. We hosted a preconference Saturday School, during which teachers from around the country observed three of our academic classrooms as well as an early childhood music class. Participants gave both teachers and students superlative feedback, remarking on the “considerate,” cooperative,” respectful,” and “supportive” way our children interact with one another and on the excellence of the teaching. But that was just the beginning. At the conference, master teacher Jenna Gampel joined Expeditionary Learning’s Chief Academic Officer, Ron Berger, to give a two-hour master class that took participants behind the scenes of a quality-work classroom. The following day, first-grade teacher Jovanné Buckmire gave a master class about the “Building with the Three Little Pigs” learning expedition. Participants were thoroughly engaged in hands-on engineering design challenges and marveled at the deep learning, critical thinking, creativity, and sheer fun of the learning experiences. Both classes received outstanding evaluations—one participant at Ms. Buckmire’s class reported that it was the best master class of the conference—and generated numerous requests for our written curriculum.



We were especially proud this year when the Boston Foundation chose middle school Humanities teacher Valencia Patilla from a large pool of applicants to present at the Fourth Annual Boston EdTalks. This annual event celebrates great teachers and their innovative ideas and classroom practices in an evening that brings together educators and leaders in business, philanthropy, and the community. Ms. Patilla's powerful and provocative presentation, "From Frederick Douglass to Ferguson: Self-identity in the Curriculum," was received with enthusiastic applause, and challenged educators to engage students by putting their racial and cultural identities at the core of the curriculum.

Transforming Literacy Project: Last year, the Department of Elementary and Secondary Education granted Conservatory Lab a substantial grant to disseminate best practices in early literacy instruction to two struggling and one start-up school within the Boston Public Schools (BPS) district. In August 2014, we launched the Transforming Literacy Project (TLP). In the course of a year, the TLP worked intensively with 14 kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade classrooms at the Kenney and P.A. Shaw schools in Dorchester, as well as the Elijah Greenwood, a turn-around school in Hyde Park. We offered four, full-day professional development sessions for each grade level, as well as facilitated classroom observations of best practices. Each school received weekly or bi-weekly coaching that included common planning time, co-teaching, co-planning, teacher observation and feedback cycles, and looking at student work. The project also facilitated collegial and administrative learning walks linked to coaching and professional development content. The BPS schools successfully implemented revised versions of our 1<sup>st</sup> and 2<sup>nd</sup> grade expeditions. All teachers reported an increase in student engagement in reading, especially with reluctant readers, and in writing. Teachers also reported an increase in the amount and quality of student writing, and in an increase in academic and content vocabulary. All participating classrooms produced quality student products that the TLP helped to publish. These products were a source of great joy and pride for students and their families.

Technical Support and Sharing Resources: Conservatory Lab views its relationship with the Boston Public Schools (BPS) as critical to fulfilling its mission to disseminate best practices. In addition to our work with BPS through the Transforming Literacy Project, we shared our curriculum with the with key BPS early childhood literacy leaders, as well as with the summer school program director who expressed interest in basing the summer school programs on our 1<sup>st</sup> and 2<sup>nd</sup> grade expeditions. We also continued to provide technical support to the Codman Academy Charter School, and have shared our curriculum with them.

We continued to host a large and diverse group of visitors from across the nation interested in our programs, curriculum, and instructional design. We provided technical support and shared curricular and other resources with school districts in San Gabriel, California and Fort Worth, Texas. Educator teams from these districts each spent two days at our school, observing classes and meeting with school leaders, teachers, and resident artists. Educators from the San Gabriel Independent School District are interested in using our unique model to help turn around low-performing schools. The Fort Worth Independent School District team is seeking an ongoing relationship with Conservatory Lab to help them implement key aspects of our school design and instructional approach. At the beginning of the year, we also welcomed David Gracia, a former Abreu fellow from the New England Conservatory and head of the Washington Heights and Inwood (WHIN) Music Project, to assist him in an application to begin a charter school similar to Conservatory Lab in New York City. See **Attachment 2** for a list of this year's professional presentations, school visits, technical support, and other dissemination activities.

Future Vision: Conservatory Lab has the ability and responsibility to be a resource center for schools beyond the Boston area that desire to implement arts-based curricula. As a center of excellence in music-infused curricular programs, the school is open to visitors and trainees. Our expeditions and El Sistema materials developed by the staff are available for others to use. This year, Conservatory Lab moved ahead in its plans to create a related but separate entity, with independent funding and staffing, to provide research, ideas, and information on best practices, and to promote the role of arts in education.

# Academic Program Success

## Student Performance

**MCAS Data:** The link to Conservatory Lab Charter School’s report card is:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04390050&fycode=2014&orgtypecode=6&>

**Internal and non-MCAS External Assessments:** See Appendix A: Accountability Plan Evidence.

On average, our English Language Learners in grades K2 – 8 made a full year’s progress in English language proficiency as measured by the ACCESS exam.

## Program Delivery

We added an 8<sup>th</sup>-grade class and created a new Humanities curriculum, “From Frederick Douglass to Ferguson,” a yearlong, standards-based study of African American history, from slavery to the Civil Rights and Black Lives Matter movements, that puts students’ racial identities at the core of the curriculum.

To support an increasing population of students with learning differences, we developed inclusion protocols with our SpEd team and hired additional staff, including an interventionist to work with students in grades 5 – 8, a part-time reading specialist to provide small group instruction and Leveled Literacy intervention, and two student support aides to assist with behavioral issues in the classroom. For English language learners, we increased instructional hours through the addition of a part-time ESL instructor in grades 2 – 8, as well as a full-time ESL instructor for our primary grades (pre-K – 1).

# Organizational Viability

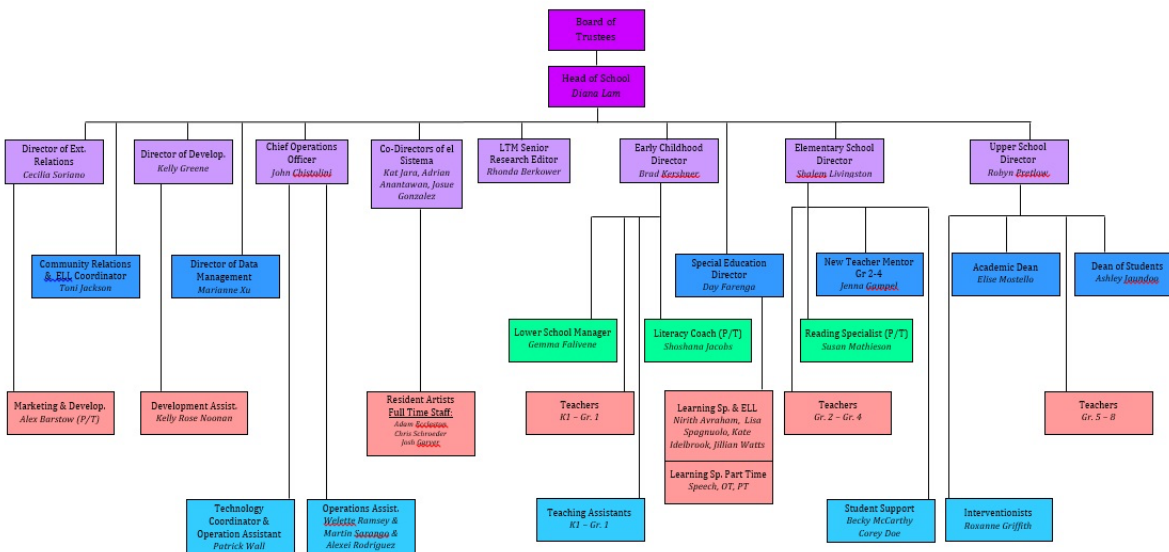
## Organizational Structure of School

In 2014-2015, our leadership structure included individual directors for the primary school, the elementary school, and the middle school. Next year, we will have a principal for grades pre-K – 8 who will oversee the work of a primary school director at our Brighton site and a grades 2 – 8 director at our Dorchester site.

## Organizational Chart



School Year 2014 – 2015



## Teacher Evaluation

Conservatory Lab uses a modified version of the Massachusetts Model System of Educator Evaluation.

## Budget and Finance

### Conservatory Lab Charter School Balance Sheet (Unaudited) As of June 30, 2015

#### ASSETS

##### Current Assets

###### Checking/Savings

Total Cash and Cash Equivalents

1,190,362.08

Total Checking/Savings

1,190,362.08

###### Accounts Receivable

Total Accounts Receivable

133,073.97

###### Other Current Assets

Due from related parties

Foundation Expense Advances

(58,866.02)

Total Due from related parties

(58,866.02)

Prepaid Expenses

10,916.67

Total Other Current Assets

(47,949.35)

Total Current Assets

1,275,486.70

##### Fixed Assets

###### Cost Basis

Building/Leasehold Improvement

158,252.70

Furniture and Equipment

14,833.65

Computers

12,389.17

Classroom Furn & Equipment

20,200.22

Musical Equipment

95,940.80

Cost Basis

301,616.54

Less Accumulated Depreciation

(216,199.27)

Total Fixed Assets

85,417.27

##### Other Assets

Security Deposit

24,800.00

Total Other Assets

24,800.00

**TOTAL ASSETS**

**1,385,703.97**

#### LIABILITIES & EQUITY

##### Liabilities

###### Current Liabilities

Total Accrued Expenses/Accrued Payroll

242,697.58

Total Other Current Liabilities

242,697.58

Total Current Liabilities

242,697.58

Total Liabilities

242,697.58

##### Equity

General Fund

1,057,589.12

Invested in capital assets

85,417.27

Total Equity

1,143,006.39

**TOTAL LIABILITIES & EQUITY**

**1,385,703.97**

**Conservatory Lab Charter School  
Summary of Revenue Expenses  
July 2014 through June 2015**

<b>Income</b>	
Tuition	5,753,145.00
Governmental Grants	458,472.00
Nutrition Funding	226,711.43
Component Unit	30,000.00
Medicaid Reimbursements	11,934.24
Miscellaneous Income	2,495.02
<b>Total Income</b>	<b>6,482,757.69</b>
<b>Expense</b>	
Personnel Costs	3,383,478.52
El Sistema	594,794.81
Learning Through Music	63,114.84
Support Consultants	373,037.03
Classroom Supplies Text & Tech	225,103.55
Development	85,829.54
Administrative Expenses	239,734.77
Food for Nutrition	225,448.56
Facilities	947,472.89
<b>Total Expense</b>	<b>6,138,014.51</b>
<b>Net Surplus (Deficit)</b>	<b>344,743.18</b>

**Conservatory Lab Charter School  
FY16 Approved Budget**

Enrollment		430
Revenue		
	Tuition	6,422,050
	Nutrition Funding	192,260
	Federal Grants	395,500
	Miscellaneous Income	54,000
<b>Total Revenue</b>		<b>7,063,810</b>
Expenses		
	Personnel Costs	4,155,329
	LTM	40,000
	El Sistema	695,900
	Support Consultants	250,625
	Summer School	-
	Classroom Supplies, Textbooks, Technology	150,000
	Development	40,000
	Administrative Expenses	196,232
	Food for Nutrition	192,260
	Facilities	1,003,464
<b>Total Personnel and Expenses</b>		<b>6,723,810</b>
<b>Surplus(Deficit)</b>		<b>340,000</b>

The Board of Trustees approved the FY16 budget on June 15, 2015.

## **Capital Plan for FY16**

Conservatory Lab envisions two capital projects within a ten-year horizon to facilitate the school's increased enrollment from 169 to 444 students.

- Occupancy of incremental temporary space
- Purchase and construction/renovation of a permanent all-school facility

Occupancy of temporary space: In school year 2014-15, Conservatory Lab served its students in two buildings, one in Brighton Center for grades pre-K to 1, and the other in Dorchester for grades 2 to 8. This year, the Dorchester site underwent renovation to create classrooms. Walls and floors were done and new furnishings were purchased to accommodate a high number of new students. The work was completed prior to the first day of school and the cost was less than \$500,000. The financing for this project came from the school's budget with some assistance from the foundation.

Purchase and construction or renovation of a permanent all-school facility: Conservatory Lab has committed to building a new state-of-the-art facility in Roxbury, MA. The school has executed a Purchase and Sales Agreement with the Nuestra Comunidad Development Corporation for land at Barlett Place in Roxbury, MA. The school is midway through a 10 million dollar capital campaign. As of July 1, 2015, the school has achieved 60% of its target fundraising goal. The school has retained the well-known architectural firm of Arrowstreet, Inc. Preliminary design and construction drawings have been completed. On July 24, 2015, the school submitted the Article 80 Application to the Boston Redevelopment Authority. The public process will be completed within the next 45-60 days. This project will be funded by 20 to 33% contribution from related but independent 501c3; balance to be provided by private debt financing with the help of government subsidy programs for tax-free status. The school has obtained a mortgage financing commitment and our financial projections remain viable and consistent. The estimated completion time for the project is July 2017 and its estimated cost is \$30-34 million.

**Appendix A**  
**Accountability Plan Evidence 2014 – 2015**

**Faithfulness to Charter**

	2014-2015 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: Conservatory Lab will effectively support musical achievement for all students.</b>		
<b>Measure:</b> All students will perform in front of an audience as a member of an ensemble at least 6 times per year.	<b>MET</b>	Including Winter and Spring concerts and the annual Spring Fling, as well as in-school performances for staff members, interested visitors, and families, all students performed in an ensemble a minimum of 6 times in school year 2014-15. See Attachment 1: 2014-2015 List of Student Performances.
<b>Measure:</b> After two full years of music education, students will achieve proficiency at their level in their instrument.	<b>MET</b>	83.5% of students in grades 2 – 8 who have had two full years of instrument instruction achieved or exceeded proficiency on their instrument. (39.9% were advanced or exceed proficiency). Of the students who did not achieve proficiency, almost half (40.7%) switched instruments in the school year 2014-15, and therefore have not had two years to become technically proficient on their current instrument. (Exclusive of the instrument switchers, 89.1% of students met or exceeded the proficiency target.) 89.4% of students given the Music Literacy Skills Test (MLST) in the Spring of 2015 met or exceeded the established grade-level benchmarks for musical literacy skill development. See Attachment 3 for full report.
<b>Objective: Conservatory Lab will share its interdisciplinary, project-based curriculum with interested educators through print materials, multi- media resources, classroom observations, and teacher presentations at local and national conferences.</b>		
<b>Measure:</b> Conservatory Lab will share its written interdisciplinary, project-based curriculum, free of charge, with educators and other interested persons upon request. The school will host facilitated annual classroom observations and presentations on our best practices in both academics and music, including music performances by students led by El Sistema staff.	<b>MET</b>	See Dissemination Report, above, Attachment 1: 2014-2015 List of Student Performances, and Attachment 2: 2014-2015 List of Professional Presentations, School Visits, Technical Support, and Sharing Resources.
<b>Measure:</b> Conservatory Lab will update and revise its written learning expeditions to align with changing state standards, to reflect updated teacher practices, to deepen music infusion, and to accommodate grade expansion.	<b>MET</b>	The Senior Editor and Researcher updated and revised curriculum for Grades 1 – 5 this year.

## Academic Program Success

	2014-2015 Performance (Met/Partially Met/ Not Met)	Evidence
<b>Objective: Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students.</b>		
<b>Measure:</b> Grade levels will achieve 70% advanced & proficient scores on PARCC exam.	<b>Awaiting PARCC results for SY15</b>	PARCC results for 2014-15 are not yet available.
<b>Measure:</b> The median PARCC Student Growth Percentile (SGP) score for ELA will increase by 10%.	<b>Awaiting PARCC results for SY15</b>	This is the first year our students have taken the PARCC exam. PARCC results for 2014-15 are not yet available.
<b>Measure:</b> Using the school's internal assessments, 85% of students will make at least one year's growth in ELA and Mathematics.	<b>PARTIALLY MET</b>	<p>89.4% of students in grades K-4 were proficient and/or made a year's growth in reading, according to the Fountas &amp; Pinnell benchmark assessments administered in the beginning and end of the year.</p> <p>67% of students in K-8 were proficient or advanced and/or made a year of growth in Mathematics.</p> <p>As part of this year's expansion, we added an 8<sup>th</sup> grade, and an additional class at grades 1, 3, 4, and 5. Aggregate achievement levels in Math are significantly lower this year than in previous years due to the influx of new students with greater academic needs, including students on IEPs and 504 plans, at all grade levels. Next year, in addition to implementing a new math curriculum (EngageNY) for grades 2 – 8, our new principal, who has an extensive background in special education, has added intervention and acceleration into the schedule at several grade levels. This intervention will include technology programs as well as targeted 1:1 interventions. Data will be discussed in teams with supervisors in order to improve results. The principal is in the process of creating a new plan to formally assess proficiency and growth in reading, writing, and math for students in grades pre-K to 8. The data will be aligned with standards-based measures and will be used to inform instruction.</p>
<b>Measure:</b> Using the school's interim writing benchmarks, 85% of students will show mastery of the appropriate grade level skills by the end of the year.	<b>NOT MET</b>	<p>63.9% of students in grades K-8 were proficient or above and/or made one year's growth in writing.</p> <p>See notation above for explanation about why this measure wasn't met this year and the changes to be implemented next year to meet the writing measure.</p>
<b>Measure:</b> 100% of 8 <sup>th</sup> -grade students will complete a project based presentation sharing their culminating experience at CLCS, which meets proficiency or above according to performance rubric.	<b>MET</b>	All 8 <sup>th</sup> graders made presentations that met or exceeded proficiency according to a performance rubric.



<b>Measure:</b> All students at every grade level will participate in two interdisciplinary, project-based units that promote deep learning.	<b>MET</b>	Students in grades pre-K – 8 participated in one social studies and one science interdisciplinary unit.
<b>Objective: Conservatory Lab will increase the proficiency scores of at risk groups by 10%.</b>		
<b>Measure:</b> The identified group of Special Education will increase its PARCC proficiency scores by 10% school-wide.	<b>Awaiting PARCC results for SY15</b>	This is the first year our students have taken the PARCC exam. Results for 2014-15 are not yet available.
<b>Measure:</b> The identified group of Hispanic boys will increase ELA PARCC proficiency scores by 10% school-wide.	<b>Awaiting PARCC results for SY15</b>	This is the first year our students have taken the PARCC exam. Results for 2014-15 are not yet available.

## Appendix B Recruitment Plan 2015 – 2016

School Name: Conservatory Lab Charter School
Date: July 31, 2015

<p><b>Please provide a brief narrative report on implementation of recruitment strategies from last year’s plan. Please provide any additional information that gives context for subgroup enrollment figures, e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.</b></p> <p><b>Implementation Summary:</b> This year, Conservatory Lab continued to recruit a diverse student population. 86% of the students identified as non-Caucasian; almost 60% of students qualified for free or reduced-price lunch; 17% of our students have limited English proficiency, and 18% are on an IEP or 504 plans. (The percentage of students with disabilities differs from that posted in the Department of Elementary and Secondary Education’s Enrollment Data in the Charter Analysis and Review Tool (CHART). See Enrollment Data in Appendix D, below, for explanation).</p> <p>To recruit a diverse student body, we distributed our admission materials to numerous locations around the city, especially facilities that serve homeless families, low-income families, and families from minority ethnic groups. We created an engaging promotional video, and shared it widely with local organizations. We continued to engage with individuals at the Metropolitan Boston Housing Partnership and the Boston Housing Authority, as well as local Head Start programs, the Kroc Center, the Salvation Army, the YMCA, the Villa Victoria Center for the Arts, and the Haitian Multi-Service Center, and initiated a number of face-to-face meetings at these organizations. We also distributed admission materials at Conservatory Lab student concerts held in large venues during the summer and fall of 2014, before the admissions lottery took place.</p> <p>In order to facilitate the application process for all families, regardless of language ability or Internet access, we continued to use high-quality translation services at UMass Boston to offer the application in the languages that all families use, including Spanish, Portuguese, Haitian Creole, Simplified Chinese, Traditional Chinese, Vietnamese, and English. Admission applications were accepted in both paper form and online on our website in a simple and straightforward format; all information was maintained in a secure, encrypted, third-party database system. We offered biweekly informational tours, as well as monthly Open Houses, at which our ELL Coordinator and special education staff were present to answer questions about our services.</p> <p>Given our move to a temporary site in Dorchester this year and our projected move to a permanent site in Roxbury within two years, we will focus recruitment efforts next year on identifying and distributing application materials to community organizations in Dorchester, Roxbury, and Mattapan. At least one new strategy, targeting recruitment in these neighborhoods for each subgroup, has been added to our 2015-2016 Recruitment Plan. We will also develop a revised lottery application and schedule more 1-on-1 meetings and tours with potential students and their families.</p>
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**Describe the school’s general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities**

1. Post all admissions information on the school website and promote on main web page. Include important dates and Q&As, along with downloadable applications and online application form in Spanish, Haitian Creole, Portuguese, Vietnamese, and simplified and traditional Chinese.
2. Post on school website and printed promotional materials information about school tours, informational sessions, and Open Houses that take place year-round for prospective families.
3. Mail application and information brochures to local Head Start programs, community organizations (including the Kroc Center, Horizons for the Homeless), after-school programs, libraries, nearby schools, and facilities that serve homeless, low-income, and minority families.
4. Participate in the annual Citywide Charter School Showcase.
5. Advertise admissions process, application deadlines, and information sessions by press release to the Boston Globe, local neighborhood newspapers, particularly in Roxbury, Dorchester, and Mattapan, and other kinds of media outlets, such as the school’s Facebook, Twitter, and YouTube.
6. Announce application deadlines, information sessions, and application methods in the school’s family newsletter (Family Notes), which is sent electronically to families and to the entire school community. Person-to-person communication through our parent liaison, families, board members, staff members, and musicians have proven to be an effective approach to communicate the launch of our application cycle.
7. Update the Conservatory Lab website link on the Boston Public Schools website pages.
8. Work with the Parent Advisory Council (PAC) and ask families to help with advertising the admissions process and promoting the school in their communities by sharing flyers through interpersonal communication.
9. Deliver live Q&A presentations about Conservatory Lab and distribute promotional materials to major community centers, such as the Kroc Center, Salvation Army, and YMCA locations throughout Boston, and particularly in Dorchester, Roxbury, and Mattapan neighborhoods.
10. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the summer 2015 and fall 2015 (before the admissions lottery) and disseminate admissions materials at each event.
11. Continue to emphasize our non-discriminatory policy, which welcomes and serves all students including those with disabilities and limited English language proficiency, on our website and in all admissions materials.
12. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective parents.
13. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.

**Recruitment Plan –Strategies**

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

Demographic Group	Strategies
Special education students	<ol style="list-style-type: none"> <li>1. Bring at least one member of our Student Support Team, Director of Student Services, and representatives from the school’s SPEC PAC (Special Education Parent Advisory Council) to the Charter School Showcase in January to answer questions about our capacity to serve students with high needs and highlight our support mechanisms and safety nets for this demographic.</li> <li>2. Distribute our special education pamphlets and admissions information (in both English and Spanish) at the Charter School Showcase, at Head Start locations around the city, in shelters, boys and girls clubs, and community centers (Kroc, Boston Public Schools (BPS) Welcome Centers, Horizons for the Homeless), and through the mail.</li> <li>3. Include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters.</li> <li>4. Partner with the Federation for Children with Special Needs and Massachusetts Parent Information and Resource Center to keep parents of special needs children informed of the services available at Conservatory Lab and of the activities that benefit their children.</li> </ol>

<p>Special education students (continued)</p>	<p>5. Work with Mass Society for Prevention of Cruelty to Children (MSPCC) and Department of Children and Families (DCF) to seek referrals of Special Ed students. Target Dimock Early Intervention site in Roxbury.</p> <p>6. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our a application materials to families with children with special needs.</p> <p>7. Director of Student Services belongs to several special-education related organizations and list serves at which they discuss opportunities for students at Conservatory Lab.</p>
<p>Limited English-proficient students</p>	<p>1. Make applications available in Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese (both simplified and traditional), and in three different ways (online on our website, in paper form, and at fairs/community centers).</p> <p>2. Engage staff and teachers who are fluent in more than one language to assist throughout the application and recruitment process, such as helping parents to complete applications and enrollment packets.</p> <p>3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese.</p> <p>4. Have bilingual staff available during the open houses and information sessions, as well as school admissions tours throughout the year.</p> <p>5. Distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, and traditional and simplified Chinese to local Head Start programs, shelters, boys and girls clubs, and other community organizations serving non-English speaking populations, such as Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, VietAID, and Literacy Connections.</p> <p>6. Provide preschool students eligible for enrollment in our preschool program with information about the school and eligibility requirements (age 4 by September 1) by working with Nurtury, Inc. in Roxbury and Jamaica Plain, the Family Nurturing Center in Dorchester, Head Start preschools, and other early childhood organizations that serve communities predominately composed of immigrant and refugee families, and non- and limited-English speaking families.</p> <p>7. Provide admissions applications and materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese (traditional and simplified) to Action for Boston Community Development, Inc. central offices, and arrange face-to-face informational sessions at neighborhood Head Start programs in Roxbury, Dorchester, and Mattapan.</p> <p>8. Place copies of our application, in seven languages, at the Boston Public Schools Welcome Centers in Dorchester, Roxbury, and Mattapan.</p>
<p>Students eligible for free or reduced lunch</p>	<p>1. Visit and deliver brief presentations at community centers that specifically serve low-income families, such as homeless shelters, community centers (Kroc Center, YMCA, etc.), and community health centers such as Whittier Street Health Center and Dimock Community Health Center in Roxbury.</p> <p>2. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Club.</p> <p>3. Post promotional materials on bulletin boards, on our website, and in newsletters; hand out promotional materials; and arrange for a time to speak to families directly about our free music education, instruments, lunch, bus transportation, uniforms, and high-quality learning resources that aim to close the achievement gap.</p> <p>4. Contact representatives of Yawkey Boys and Girls Club in Roxbury, MA, who have received our applications materials in the past, to arrange an admissions presentation with staff and families.</p>

Students who are sub-proficient	<ol style="list-style-type: none"> <li>1. In admissions and promotional materials, emphasize the school’s intervention, acceleration, tutoring, and pullout strategies and resources that aim at closing the achievement gap and preparing students for success in our school community and beyond.</li> <li>2. Highlight to families the addition of support and special education staff.</li> <li>3. Highlight in promotional materials, in person, during parent tours, and at fairs our inclusion model and our capacity to welcome and serve all students with targeted and individualized academic plans, social-emotional programs, and intensive ensemble-focused music instruction.</li> <li>5. Provide admissions applications and materials to the Madison Park Development Corporation, in Roxbury, MA, which provides afterschool and reading and math tutoring to community residents.</li> </ol>
Students at risk of dropping out of school	<ol style="list-style-type: none"> <li>1. Make our admissions application and materials available to programs that service at-risk youth throughout the city, such as Friends of the Children, StandUp, and Boston Youth Sanctuary.</li> <li>2. Make admissions applications and materials available to the Dearborn Boys and Girls Club, Roxbury, MA, housed at the Dearborn Middle School.</li> </ol>
Students who have dropped out of school	<ol style="list-style-type: none"> <li>1. The school’s Student Support Services team are equipped with recruitment information and trained to reach out to and engage children who have dropped out of school.</li> <li>2. Provide admissions applications and materials to Roxbury YouthWorks, Inc., an organization that serves youth in Boston’s juvenile justice system.</li> </ol>
Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. Continue to recruit Latino and African American families from local community programs, especially those in Roxbury, Dorchester, and Mattapan, through outreach efforts, such as distributing flyers, holding information sessions, and attending fairs.</li> <li>2. Visit the Native American Indian Center of Boston to offer admissions applications and materials to increase awareness of our school’s music and academic programs.</li> <li>3. Provide admission applications and materials to the Paul Robeson Institute for Positive Self-Development (PRI), with whom Conservatory Lab is partnering in SY16 to provide weekend and afterschool mentoring relationships to African American and Latino boys.</li> </ol>

**Appendix B**  
**Retention Plan**  
**2015 – 2016**

School Name: Conservatory Lab Charter School

Date: July 31, 2015

**Please provide a brief narrative report on implementation of retention strategies from last year’s plan.**

**Implementation Summary:** This year, Conservatory Lab’s elementary and middle schools moved from our Brighton location, which had been our home for over 10 years, to a new location in Dorchester. While we have maintained a retention rate of approximately 90% over the past four years, our move resulted in a loss of some of our Brighton families concerned about the length of commute between their homes and our new Dorchester site. In addition, half of our sixth-grade students were admitted to Boston Latin School and other exam schools. These occurrences resulted in a current retention rate of 81.8%. Next year, we are confident that our retention rate will increase to previous levels as we focus our recruitment efforts on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan.

Our unique, child-centered music and academic programs—El Sistema and Expeditionary Learning—continued to engage students and encourage active learning and a growth mindset. Our El Sistema program provides intensive, ensemble-based music education that gives children structures and training to enable them to become strong young adults and to develop self-confidence. The orchestras provide a positive and supportive social atmosphere that help keep students actively involved in school and plant the seeds for future success. Similarly, our learning expeditions are hands-on, inquiry-based interdisciplinary units that foster high student engagement through use of experts in the classroom, fieldwork outside school, community service, and arts integration. Our students are excited about and feel a deep connection to these tangible opportunities and proudly present their learning and final products to family and community members at well-attended celebrations of learning.

Our ELL Coordinator and teachers, as well as bilingual staff members, helped to make sure that our English Language Learners, as well as their parents and grandparents, feel comfortable at our school and are aware of their learning progress. Students who need extra support were provided intervention strategies, such as tutoring, computer-assisted instruction, mentoring, additional time on task, small-group instruction, and research projects using Chromebooks, particularly in the middle-school grades. In the early grades, the Student Support Team (SST) continued to meet weekly to design strategies to support individual children both academically and emotionally. Teachers continued to help close the achievement gap by following up on ANet interim assessment results, tracking student achievement data, identifying areas of concern, and re-teaching material.

Students received systematic instruction in social-emotional skills through the Open Circle program in grades pre-K through 5. In the middle school, we provided a structured and enriching advisory at the beginning of the school day.

We have also identified a new permanent site in Roxbury, signed a letter of intent, and are currently in the process of finalizing plans to begin building. The new site is located close to many of our students’ communities and will provide more spacious classrooms, rehearsal rooms, and an auditorium dedicated to performance and artistry.

<b>Overall Student Retention Goal</b>	
<b>Annual goal for student retention (percentage):</b>	90%

<b>Retention Plan –Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<b>Demographic Group</b>	<b>Strategies</b>
Special education students	<ol style="list-style-type: none"> <li>1. Employ a Director of Student Services and four learning specialists to create and monitor IEP plans and goals, meet regularly with special education students, and evaluate new and improved software options. Our new principal will bring her extensive special education background to bear on our delivery of instruction and services to this population.</li> <li>2. Employ and/or contract with a speech and language therapist, physical therapist, occupational therapist, and a counselor to provide additional related services.</li> <li>3. Host open houses and information sessions for incoming families of students with special needs, in coordination with the Student Support Team, and offer information about our special education program and the SEPAC.</li> <li>4. Increase the use of Chromebooks for writing and research in the middle school.</li> <li>5. Include tutoring, computer-assisted instruction (particularly in preparation for the PARCC tests), peer mentoring, additional time on task, and small-group projects.</li> </ol>

Special education students (continued)	<p>6. Systematically and explicitly teach social-emotional learning skills across all grade levels. Open Circle, our social-emotional curriculum for grades Pre-K-5, provides professional development and ongoing support for teachers and administrators.</p> <p>7. The Director of Civil Rights and Community and Family Engagement will organize informational sessions and workshops about our programs and curriculum for families of students with special needs. Interpreters and childcare will be provided.</p>
Limited English-proficient students	<p>1. Employ an ELL Coordinator, in addition to a full-time ELL instructor at the primary school and a part-time ELL instructor at the elementary and middle schools.</p> <p>2. Continue to employ teachers, musicians, and staff with second language fluency.</p> <p>3. Provide interpreters in French, Mandarin, and Vietnamese, in addition to Spanish, Haitian Creole, and Portuguese, during parent-teacher conferences, progress meetings, and intervention meetings.</p> <p>4. The Director of Civil Rights and Community and Family Engagement will organize informational sessions and workshops for families of English Language Learners about our programs and curriculum. Interpreters and childcare will be provided.</p>
Students eligible for free or reduced lunch	<p>1. Continue to offer free and reduced-price breakfast and snacks, and free and reduced-price lunch to qualifying families.</p> <p>2. Provide free bus transportation to qualifying families, as well as free MBTA passes to 7th and 8th graders.</p> <p>3. Continue to distribute free uniforms to students from low-income families.</p> <p>4. Provide extra learning resources, such as summer homework.</p>
Students who are sub-proficient	<p>1. Increase the amount of small group support time in Math and ELA for students not on IEP or 504 plans who need additional support.</p> <p>2. Add intervention and acceleration into the schedule at several grade levels. This intervention will include technology programs as well as targeted 1:1 interventions.</p> <p>3. Consistent review by the Student Support Team, particularly in the middle school, will help retain students who are sub-proficient.</p> <p>4. Use interim assessments from the Achievement Network (ANet) for grades 2 – 8 to identify students who are sub-proficient through a cyclical assessment process, reteach content, track student progress, and identify and close gaps in student learning.</p> <p>5. Implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels.</p>
Students at risk of dropping out of school	<p>1. Through frequent parent-teacher conferences and reviews by the Student Support Team, teachers, counselors, administrators, and musicians will maintain constant communication with families to identify students at risk of dropping out and to develop intervention strategies.</p> <p>2. Employ a counselor to work with individual students with social, emotional, and behavioral challenges to identify problems and design interventions.</p> <p>3. The Director of Civil Rights and Community and Family Engagement, along with teachers, principal, counselors, and Director of Student Services, will work hard with families to problem solve, strategize, and advocate on behalf of students.</p> <p>4. Continue to implement El Sistema, along with our extended school day, to create a strong incentive for students to stay engaged.</p>
Students who have dropped out of school	<p>We have not had any students drop out of our elementary or middle school.</p>

Other subgroups of students who should be targeted to eliminate the achievement gap	<ol style="list-style-type: none"> <li>1. Identify students who are underachieving and provide pullout tutoring and directed small-group instruction on a regular basis.</li> <li>2. Expand collection of diverse, multicultural literature in learning expeditions, Readers Workshop, and classroom libraries to allow minority students to envision themselves in the curriculum and personally identify with the content.</li> <li>3. Add ELA units in the middle school that feature texts by African American, Latino, and other authors of color.</li> <li>4. Partner with the Paul Robeson Institute for Positive Self-Development (PRI), to provide weekend and afterschool mentoring relationships to African American and Latino boys.</li> <li>5. Offer opportunity for special mentoring relationships with African American and Latino staff members.</li> <li>6. Provide professional development to build cultural competency in our teaching staff.</li> </ol>
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## Appendix C School and Student Data Tables

Conservatory Lab’s profile can be found at  
<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04390000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	173	43.8
Asian	19	4.6
Hispanic	131	32.8
Native American	0	0.0
White	54	14.5
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	19	4.3
Special education	*74	*18.7
Limited English proficient	68	17
Low income	234	59.09

\*This figure was derived from internal data showing 57 students with IEPs and 17 students on 504 plans, for a total of 74 special education students—18.7% of the entire student body. However, the Department of Elementary and Secondary Education’s Enrollment Data in the Charter Analysis and Review Tool (CHART) indicates a percentage of 11.2. We are seeking to correct this figure in the CHART.

ADMINISTRATIVE ROSTER FOR THE 2014-2015 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Diana Lam, Head of School	Responsible for the overall instructional programs, school operations, development and communication efforts, and building and maintaining relationships with the parent community and external community-at-large	8/2008	

John Chistolini, Chief Operations Officer	Responsible for school operations and securing the new temporary facility, as well as the permanent facility	2/2014	
Kelly Greene, Director of Development	Responsible for fundraising for Annual Fund and Capital Campaign, as well as events	5/2013	2/2015
Cecilia Soriano, Director of Marketing, Communications, and External Relations	Responsible for communication and marketing, as well as grant writing and events	7/2010	
Day Farena, Director of Special Education	Responsible for administration of special education services for grades K1-8	7/2014	
Brad Kershner, Director, Primary School	Responsible for instructional programs in grades K1 – 1, and professional development	7/2014	
Shalem Livingston, Director, Elementary School	Responsible for instructional programs in grades 2 – 4, and professional development	7/2014	
Robyn Pretlow, Director, Middle School	Responsible for instructional programs in grades 5 – 8, and professional development	7/2014	
Marianne Xu, Director of Data Management	Responsible for state reporting, HR, SchoolBrains, claims, and executive assistance	8/2013	3/2015
Martin Sarango, Operations Assistant	Responsible for administration of food services program, purchasing, mail, and facilities maintenance	6/2014	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2014-2015 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2014-2015 school year</b>	<b>Departures during the 2014-2015 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	34	5	6	*see below
Other Staff	25	3	0	Out-of-state relocation and promotion

\*This year was another year of transition and expansion. The student body increased by almost 22% and grades 2-8 moved to Dorchester, to a location diagonally across the city. Mid-year personnel departures were due to a sabbatical, maternity leave, health reasons, and poor performance. End-of-year departures were attributed to out-of-state relocations, childrearing, going to teach in another city in MA, and poor performance.



**BOARD MEMBERS FOR THE 2014-15 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Gary F. Gut	Chair	All committees	4	Length of term: 3 years Elected: 6/2002 Ending: 6/2017
Katharine M. Pell	Vice Chair, Foundation Chair	Executive, Development, El Sistema	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Robert Grinberg	Treasurer, Chair of Finance Committee	Executive, Finance, Facilities	4	Length of term: 3 years Elected: 6/2003 Ending: 6/2015
Danna Mauch	Clerk	Executive, Governance, Development	3	Length of term: 3 years Elected: 6/2005 Ending: 6/2017
Stephanie Perrin	Trustee	El Sistema, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Anne W. Snyder	Trustee	Executive, Education, El Sistema	3	Length of term: 3 years Elected: 5/2005 Ending: 6/2017
Mark Churchill	Trustee	El Sistema, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Pamela Seigle	Trustee	El Sistema, Education, Development	2	Length of term: 3 years Elected: 5/2007 Ending: 6/2017
Anne Reenstierna	Trustee	Education, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2017
Bradley Richardson	Trustee	Finance, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2017
Clay Rives	Trustee	Governance, Development	1	Length of term: 3 years Elected: 6/2011 Ending: 6/2017
Melanie Sheffield	Trustee	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Lisa Wong	Trustee	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 11/2016
Myriah Johnson	Parent Trustee	Education	1	Length of term: 1 year Elected: 6/2014 Ending: 6/2015
Andy Snider	Trustee	Development	1	Length of term: 3 years Ending: 6/2017

## Appendix D

### Additional Required Information

#### Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Gary Gut
Charter School Leader	NA
Assistant Charter School Leader	NA
Special Education Director	Day Farenga
MCAS Test Coordinator	Elise Mostello
SIMS Coordinator	NA
English Language Learner Coordinator	Toni Jackson

#### Facilities

Location	Dates of Occupancy
2120 Dorchester Avenue, Dorchester, MA 02124	6/27/2014 -present
320 Washington Street, Brighton, MA 02135	9/1/2013-present

#### Enrollment

Action	Date(s)
Student Application Deadline	March 1, 2016
Lottery	March 11, 2016

#### Conditions

The school is operating without conditions.

#### Complaints

No official complaints were filed.

## ATTACHMENT 1

### 2014-2015 List of Student Performances

- Mixed Ensemble, performs for audience of over 1,000 at Harvard University, Silk Road Project, “Critical Conversations and Bold Ideas,” Cambridge, MA, September 19, 2014
- Abreu Orchestra performs for El Sistema founder José Antonio Abreu, as part of Longy's Side-by-Side, Bard College, N.Y., September 20, 2014
- Dudamel Brass performs "Tapas and Toe-Tapping," Ester restaurant, Dorchester, MA, part of ArtWeek in Boston, September 28, 2014
- Bernstein Orchestra performs for Klarman Foundation, Conservatory Lab, Dorchester, MA, October 10, 2014
- Dudamel Winds and Percussion performs with JP Honk Band at Honk Parade, Cambridge/Somerville, MA, October 12, 2014
- Winter Concert I, Franklin Institute (K-1, K-2, 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades, December 3, 2014
- Dudamel Orchestra String Section performs at Top of The Hub, Prudential Center, Expeditionary Learning National Conference, December 8, 2014
- Wind Ensemble performs Christmas concert for seniors, Carney Hospital cafeteria, December 10, 2014
- Winter Concert II (4<sup>th</sup>-8<sup>th</sup> grade), Roxbury Community College, December 11, 2014
- K-2 Paper Orchestra performs at Children’s Museum, Boston, MA, January 28, 2015
- Dudamel Brass performs at Inauguration of State Auditor, Suzanne Bump, State House, January 21, 2015
- Ives Ensemble performs luncheon concert at Carney Hospital Cafeteria, February, 2015
- Dudamel Orchestra and Brass Ensemble perform at Conservatory Lab’s 16<sup>th</sup> Anniversary Celebration Gala, John Hancock Atrium, Seaport District, Boston, MA, March 12, 2015
- Dudamel Brass performs at Free For All Concert Fund, Boston Foundation, Boston, MA, March 2015
- Fifth Annual Spring Fling! Concert, John Hancock Hall, Back Bay Events Center, April 11, 2015
- K-2 Paper Orchestra performs at Children’s Museum, Boston, MA, April 15, 2015
- Dudamel Orchestra Conductor Adrian Anatawan and three string students perform at Conservatory Lab, April 21, 2015
- Bernstein Orchestra and Dudamel Orchestra perform at 3rd Annual El Sistema Boston Showcase, co-sponsored by Boston Philharmonic Youth Orchestra, Roxbury Community College, April 30, 2015
- Conservatory Lab students with From The Top perform String Concert at Conservatory Lab, May 1, 2015
- K-2 performs original song, “It’s All About the Plate,” Conservatory Lab, Brighton, May 13, 2015
- Dudamel Orchestra with Pro Arte Orchestra perform at Sanders Theatre, Cambridge, MA  
Adrian Anatawan, Dudamel Orchestra Conductor, featured soloist, May 17, 2015
- Dudamel Brass perform at Donor Cultivation event at Trustee Andy Snider's home, June 3, 2015
- Seven selected string players perform at Johnson String Event, Newton Upper Falls, June 7, 2015
- Spring Concert I (K-1 – Grade 3) Roxbury Community College, Roxbury, MA June 9, 2015
- 8<sup>th</sup> graders perform original “Harlem Renaissance Blues,” as part of Action for the Arts (AFTA) program, House of Blues, Boston, MA, June 13, 2015
- Spring Concert II (Grades 4 – 8), Roxbury Community College, June 16, 2015
- Grade 1 performances (two classes) of original musical "Building with the Three Little Pigs: The Musical," Veronica B. Smith Senior Center, Brighton, MA, June 18, 2015
- K-1 “Portrait of an Artist” exhibit at Boston Public Library, Faneuil Branch, Brighton, June 21, 2015
- Dudamel Brass performs in Jamaica Plain with Landmarks Orchestra, July 9, 2015
- Dudamel Brass performs with Landmarks Orchestra, Charleston, MA, July, 2015
- Dudamel Orchestra with Landmarks Orchestra, Hatch Shell, Boston, MA, July 22, 2015
- Dudamel Brass performs with Cape Cod Youth Orchestra for 100th Anniversary Celebration of Cape Cod Canal, July 29, 2015

**ATTACHMENT 2**  
**2014-2015 List of Professional Presentations, School Visits,  
Technical Support, and Sharing Resources**

***Selected Presentations at Professional Conferences***

- Jenna Gampel, presentations at Arts and Passion-Driven Learning Conference, Silk Road Project and Harvard Graduate School of Education, Cambridge, MA, August 4, 2014
- Katie Biro, K-2 teacher, “Pick Me Posters: Making Healthy Food Choices,” Expeditionary Learning National Preconference, Conservatory Lab Charter School, Dorchester, MA, December 6, 2014
- Ivy Wagner, grade 4 teacher, “History Detectives: Analyzing Clues to Daily Life in Colonial Dorchester,” Expeditionary Learning National Preconference, Conservatory Lab Charter School, Dorchester, MA December 6, 2014
- Dave Cordes and Tess Plotkin, music teachers, “Building an Orchestra in Early Childhood: A Three-Year Trajectory,” Expeditionary Learning National Preconference, Conservatory Lab Charter School, Dorchester, MA, December 6, 2014
- Jenna Gampel, master teacher, “Becoming Herpetologists: Building Background Knowledge Workshop,” Expeditionary Learning National Preconference, Conservatory Lab Charter School, Dorchester, MA, December 6, 2014
- Jenna Gampel, master teacher, “Deeper Learning Through the Common Core,” Expeditionary Learning National Conference, Boston, MA, December 7, 2014
- Jovanne Buckmire, 1<sup>st</sup>-grade teacher, “Full STEAM Ahead: Building Scientists, Engineers, and Performers with the Three Little Pigs,” Expeditionary Learning National Conference, Boston, MA, December 8, 2014
- Former 2<sup>nd</sup>-grade students, presentation on snake expedition with Jenna Gampel at V.I. P. breakfast, Expeditionary Learning National Conference, Boston, MA, December 9, 2014
- Diana Lam, keynote address at V.I.P. breakfast, Expeditionary Learning National Conference, Boston, MA, December 9, 2014
- Valencia Patilla, middle school Humanities teacher, “From Frederick Douglass to Ferguson: Self-Identity in the Curriculum,” EdTalks, Boston Foundation, Boston, MA, May 7, 2015

***Selected School Visits, Technical Support, and Sharing Resources***

- Sarah Blum Smith, Harvard student, visits Ms. Tyndall’s Gr. 3 classroom, September 28, 2014
- Lee Kligenstein, Jo Zeising, and Expeditionary Learning Board members visit, October 1, 2014
- Henry Fogel, former President, Chicago Symphony Orchestra, and Dean of the Chicago College of Performing Arts at Roosevelt University visit school, October 28, 2014
- David Gracia, Founder & Artistic Director of the Washington Heights and Inwood (WHIN) Music Project, NY, NY, visits school for technical assistance to help plan a new charter school in New York City based on Conservatory Lab’s model, to observe classes, and meet with staff, November 18, 2014
- 8-person team from the San Gabriel Unified School District, including Dr. Yoshihara, Superintendent; Dr. Scott, Vice President of the School Board; Cheryl Wilson, Principal; Esther Minwary, middle school music teacher; Christie Esparza, elementary teacher; James Gonzalez, parent; and Dr. Mayra Perez, Assistant Superintendent, Educational Services Team, visit both sites. Team seeks to implement Conservatory Lab’s model to turn around low-performing schools in the district. January 21-22, 2015
- Melissa Luc, Program Director, Boston Public Schools, met with Senior Editor and Researcher about using Grades 1 and 2 learning expeditions for BPS summer school program. Shared curriculum materials, December 11, 2015
- Share Grade 1 expedition, “Building with the Three Little Pigs” with Expeditionary Learning school designers in New York, December, 2015
- Share Grade 1 expedition, “Building with the Three Little Pigs” with Jill Geden, Expeditionary Learning School Designer, Midwest Region, January 9, 2015

- Share middle school curriculum maps with Alma Del Mar Charter School, New Bedford, MA, January 13, 2015
- Share Grade 1 expedition, “Building with the Three Little Pigs” with Jaci Johnson, 1<sup>st</sup>-grade teacher at Kettle Falls Elementary School, Kettle Falls, Washington, January 22, 2015
- Share Grade 1 expedition, “Building with the Three Little Pigs” with Deborah Fitzroy, Berkshire Trail Elementary School, Cummington, MA, February 26, 2015
- Jo Frances Meyer, new Executive Director, Landmarks Orchestra, and Chris Wilkins, Conductor, visit Dorchester site, March 2, 2015
- Kateylan Johnson, graduate student from Harvard Graduate School for Education, interviews students and films 4<sup>th</sup>-grade classroom for Illuminating Standards Project, March 17, 2015
- Leaders from Elkhart, Indiana Community Schools and educators from Roosevelt STEAM Academy visit both sites to observe music program, March 18-19, 2015
- Shared Grades K1, K2, 1, 2, and 3 learning expeditions and curriculum maps with Dr. Mayra Perez, Assistant Superintendent, Educational Services, San Gabriel Unified School District, San Gabriel, CA, March 22, 2015
- Hilary Repass, Executive Director of Boston University Tanglewood Institute visits Dorchester site, March 31, 2015
- Abeen Alam, Harvard Graduate School of Education student, interviews students and films 6<sup>th</sup>-grade classroom for Illuminating Standards Project, April 8, 2015
- Giselle Ben-Dor, celebrated Israeli conductor, visits for rehearsal with the Dudamel Orchestra in preparation for Pro Arte concert, May 15, 2015
- Study group from MIT’s Sloan School of Business visits Dorchester site, May 18, 2015
- Megan Howe, 4<sup>th</sup>-grade learning specialist, Neighborhood House Charter School, visits Dorchester site with senior Maeva Maillard, May 20, 2015
- Elaine Stinson, Wildwood Elementary School, Amherst MA; and Kelsie Taylor, Mt. Holyoke College visit classrooms to observe an Expeditionary Learning School in action, May 29, 2015
- 7-person team from Fort Worth Independent School District (Chris Walk, Executive Director of Visual and Performing Arts, FWISD; Chrissie Seligson, Choral and Elementary Music Specialist, FWISD; Arthur Harris, Program of Choice, Curriculum Coordinator, FWISD; Jennifer Hay, Program Director, B Sharp Youth Music; and Jill Goff, Exec. Dir., The Goff Family Foundation) visit both sites to observe music-infused curriculum in action and receive technical assistance. Shared curriculum materials. June 11-12, 2015. (Master teacher Jenna Gampel to conduct two-day professional development session for B Sharp Youth Music program on July 28-29, 2015).
- Share curriculum materials (grades K-2 – 2) with Expeditionary Learning schools: Codman Academy Charter School, Dorchester, MA; Alma Del Mar Charter School, New Bedford, MA; Lebanon Elementary Schools, Lebanon, ME; West Bath School, West Bath, ME, ongoing

### ***Visits by Public Figures and Officials***

- State Senator, Linda Dorcena-Forry, visits Dorchester site, January 12, 2015
- Darnell Williams, CEO of the Urban League of Eastern Massachusetts, visits Dorchester site, January 28, 2015
- Jonathan Kraft, President, The Kraft Group and President of the New England Patriots visits Dorchester site, May 5, 2015

### ***Research Projects***

- WolfBrown and Longy School of Music, research project looks at Conservatory Lab and 8 other *El Sistema*-inspired music programs across the country, ongoing
- Department of Psychology, Boston College, three-year research project that tracks entering kindergartners at Conservatory Lab, as compared with a randomized control group of lottery applicants who did not gain admission, to evaluate whether intensive music instruction helps children develop executive function skills.

### ATTACHMENT 3

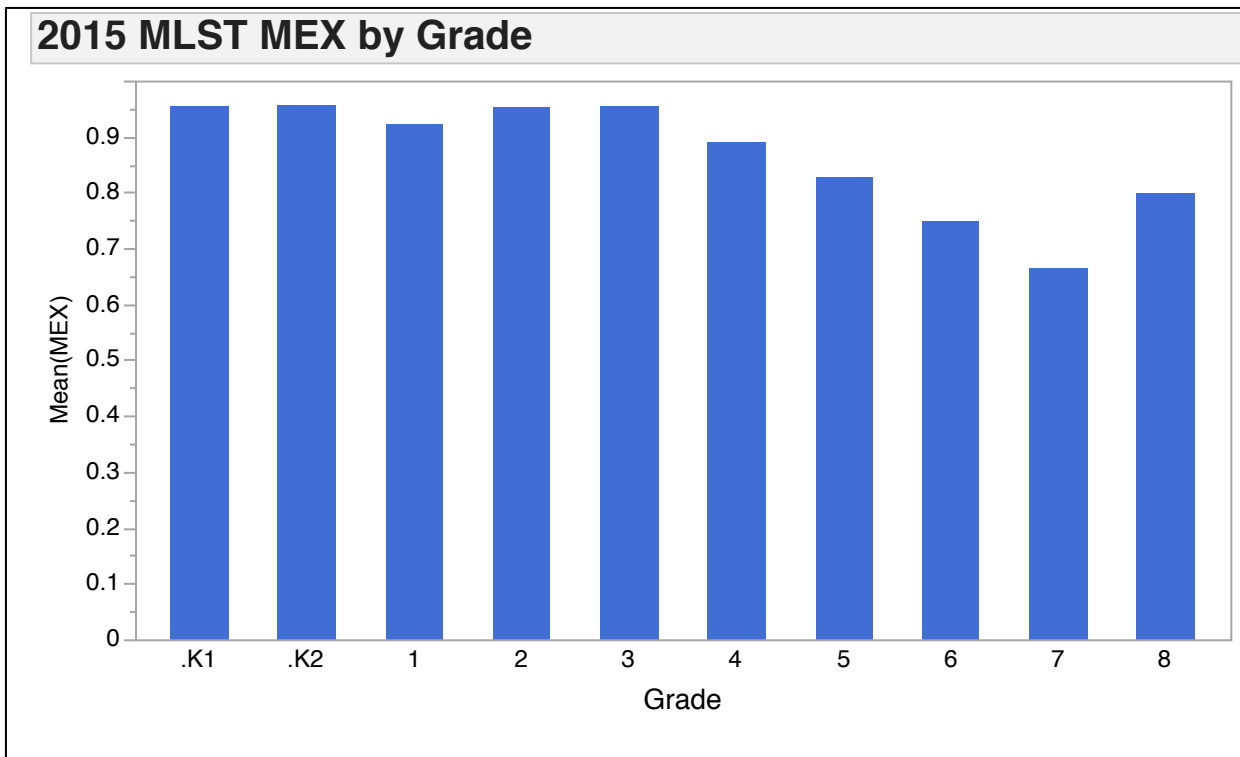
#### Center for Music in Education (CMIE) Annual Report: 2014-2015 Music Literacy Skills Test (MLST) Grade Level Achievement Benchmarks at the CLCS

At the Conservatory Lab Charter School (CLCS), the Musical Literacy Skills Test (MLST) Battery is used to establish grade level benchmarks for musical proficiency in music. The MLST is designed to be a standards-based assessment measure of preK-8 students' abilities to demonstrate a comprehensive understanding of elements of musical literacy.

Due to the exponential growth of the student population over the past few years, a new, more efficient version of the MLST was administered in group sessions ranging from sets of 2 students in K1 to 20+ students at the upper school. The test featured progressively ordered pitch and rhythm problem-solving tasks based on understanding of core pattern recognition, error detection, and dictation skills.

Overall, 340 out of 380 (89.4%) CLCS students assessed in the Spring of 2015 met or exceeded the established grade-level benchmarks for musical literacy skill development, up from 217/308 (70.5%) in 2014, 165/176 (93.8%) in 2013 and 154/169 (91.1%) in 2012. Figure 1 below shows the breakdown by grade level for 2015.

**Figure 1:** Percentage of CLCS Students Who Meet or Exceed 2015 Music Literacy Skills Grade-Level Benchmark Standards



Figures 2 and 3 below show the mean scores and benchmark ratings by grade level for 2013, 2014, and 2015. Revised grade level benchmarks in 2015 were determined to reflect the new group test format and problem solving characteristics of this assessment tool in relation to the previous individual student performance assessments.

Due to changes in the precision of test items and the reliability of scoring procedures in the 2015 test, the grade level benchmarks have been recalibrated. Therefore, it is best to compare the percentage of students who have met or exceeded the MLST grade-level benchmarks in 2015 with previous years performance, rather than comparing the actual scores. *Analyzed from this in all grade levels for the 2014-2015 academic year compared to the previous year of testing.* In addition, more than 90% of the students met or exceeded grade level benchmarks for *five of the ten grade levels* in this academic year, compared to *none of nine grade levels* in 2014.

**Figure 2: Group MLST End-of-Year Grade-level Benchmarks and Results for 2015**

	K1	K2	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
MLST Grade-level Benchmark Score for Averaged MLST	1.7	1.9	2.1	2.3	2.5	2.7	2.9	3.1	3.3	3.5
2015: Averaged Student MLST Achievement Score per grade level	2.01	2.31	2.63	2.90	3.12	3.20	3.29	3.44	3.37	3.60
2015: % Students who Met or Exceeded MLST per grade-level	96.7%	95.7%	92.3%	95.3%	95.6%	89.1%	82.9%	75.0%	66.7%	80.0%

**Figure 3: Individual Student MLST End-of-Year Grade-level Benchmarks and Results for 2013 and 2014**

	Pre-K (K1)	K (K2)	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7
MLST Grade-level Benchmark Score for Averaged MLST	1.3	1.6	1.9	2.2	2.5	2.8	3.1	3.3	3.5
2014: Averaged Student MLST Achievement Score per grade level	1.53	1.84	2.19	2.35	2.84	3.37	3.29	3.12	3.26
2014: % Students who Met or Exceeded MLST per grade-level	84.3%	85.7%	80.0%	66.7%	73.0%	79.2%	55.6%	43.2%	54.6%
2013: Averaged Student MLST Achievement Score per grade level	1.78	2.12	2.51	2.92	3.37	3.48	3.95	4.06	-
2013: % Students who Met or Exceeded MLST per grade-level	100%	95.6%	96.4%	100%	91.3%	85.0%	90.9	90.0%	-