



Annual Report 2018-2019

Conservatory Lab Charter School
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Introduction to the School

<i>Conservatory Lab Charter School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Boston, MA
Regional or Non- Regional	Non-Regional	Chartered Districts in Region (if applicable)	N/A
Year Opened	1999	Year(s) the Charter was Renewed (if applicable)	2004, 2009, 2014, 2019
Maximum Enrollment	444	Enrollment as of May 30, 2019	444
Chartered Grade Span	PreK – Grade 8	Current Grade Span	PreK – Grade 8
Number of Instructional Days per School Year	185	Students on Waitlist as of May 30, 2019	2,882
School Hours	9:15 – 4:30pm	Age of School as of 2018-2019 School Year	20 years
<p>Mission Statement</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

Dear Friends of Conservatory Lab Charter School,

For 20 years, Conservatory Lab has served as a laboratory for creating a unique musically integrated curriculum and school culture that promotes creativity, critical thinking, active engagement, hands-on learning, cooperation, and collaboration. Our mission and key design elements are anchored by our two cornerstone curricular frameworks, EL Education and El Sistema.

The past year has been particularly momentous for Conservatory Lab Charter School. The school broke ground this past May on our new permanent facility in Dorchester. This facility will house our 3rd through 8th grade students. In addition, Conservatory Lab was successfully renewed for a fifth charter term by the Department of Elementary and Secondary Education.

Conservatory Lab continues to focus intensely on supporting all students, with consistent cycles of reflection on instructional practices and assessments in academics, music, and social emotional learning. In the past year, Conservatory Lab's instructional leadership team has improved alignment and rigor in science instruction, thanks to a generous gift from the Cedar Tree Foundation to support the development of robust programming for environmental science.

We continue to actively disseminate our practices to other schools and organizations that focus on arts-immersed, project-based learning in Boston and beyond. Our partnership with the Center for Artistry and Scholarship (CAS) has amplified our platform and reach and provided new opportunities to partner with other organizations and individuals to further develop and disseminate the CLCS program model. We are eager to begin work as a founding participating school in CAS's Esperanza Network, alongside Grammy Award winning artist Esperanza Spalding and the Harvard T.H. Chan School of Public Health.

Sincerely yours,



Katherine Sloan

Chair, Conservatory Lab Charter School Board of Trustees

School Performance and Program Implementation

Faithfulness to Charter

Mission and Key Design Elements

Conservatory Lab Charter School's mission is to provide rigorous academic and music education; enrichment of the larger community through performance, service, and collaboration; and dissemination of innovative educational approaches to other schools and programs. The school's key design elements are: music infusion, interdisciplinary curriculum, project-based learning, and rigorous academics with high achievement expectations for all students. These design elements are embodied in two interrelated frameworks: El Sistema and EL Education (formerly Expeditionary Learning).

Conservatory Lab was the first PreK-8 school in the country to offer El Sistema orchestral music instruction daily within the school day to every one of its 444 students, and remains one of few schools in the country to continue this daily commitment to its pupils. CLCS views music as another form of literacy, building critical thinking, and habits of scholarship, not a separate skill set. Conservatory Lab adopted El Sistema as a cornerstone program in 2010; our El Sistema program currently includes seven string orchestras, four winds/brass ensembles, four percussion ensembles, and one early childhood ensemble that build music literacy, instrumental technique, and critical thinking skills. In K1 and K2, students are immersed in a pre-orchestral early childhood program. Beginning in grade 1 with the introduction of stringed instruments, all students play an instrument and participate in a full orchestra; flute, clarinet, trumpet, trombone, and percussion are offered as students progress from grades 4 and higher. Students receive one period of daily music instruction by a group of talented and professionally trained Resident Artists and interns from local conservatories and universities, and our students' skills have risen to impressive levels of precision and musical complexity. Our orchestras and ensembles perform masterworks alongside professional ensembles at large iconic venues, as well as high profile cultural events and activities throughout Boston. Conservatory Lab Charter School students have been invited to perform at the Massachusetts State House for the last five years, as well as public gathering spaces like the Hatch Shell on the Esplanade and the Kroc Center. The breadth of this yearlong performance schedule (see Attachment 1) continues to make a mark on the local music and music-education community.

Conservatory Lab became an EL Education school (formerly Expeditionary Learning) in 2009, and believes that the musical element invigorates instructional practices by supporting standards-based curriculum that is both rigorous and joyful, as well as an inquiry-based pedagogy that puts students at the center of their own learning. 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. The school's 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.

Learning Expeditions: Interdisciplinary studies, called learning expeditions, are the hallmarks of an EL Education school. Throughout their time at Conservatory Lab, students engage in a progression of interdisciplinary learning expeditions that are aligned to the Massachusetts state frameworks, and integrate social studies, science, English language arts (ELA), math, music and art. At Conservatory Lab, we have expanded our learning expeditions to capitalize on our engagement with music to create Learning Through Music Expeditions (LTME). Music, at the core of Conservatory Lab's mission, animates

our learning expeditions - whether it is the sonification of climate change data, performing an original climate change rap, investigating the role of African American spirituals as a form of resistance to slavery, or production of an original musical reenactment of the American Revolution.

Fieldwork: Fieldwork is an important part of our learning expeditions, providing children with experiences outside of the school that directly connect to what they are learning in the classroom. Unlike traditional field trips, fieldwork gives students the opportunity to be *active* participants as they work directly with experts, ask questions, conduct research, gather data, and explore new ways to gain knowledge from the world around us. Some of our fieldwork sites have included the Savin Hill Cove, Plimoth Plantation, Boston Nature Center, Museum of Fine Arts, Museum of Science, the Arnold Arboretum, and the Massachusetts Institute of Technology.

Student Products and Celebrations of Learning: Each learning expedition culminates in a celebration of learning that gives students the opportunity to showcase their knowledge and skills before an audience of family and community members. Our celebrations take different forms: some include the creation of entire museum experiences or persuasive presentations on a social justice issue, others include interactive learning stations, musical performances, art gallery openings or dramatic plays. Examples of student products and projects can be found on our [website](#).

Music Performances: Music performances play a key role in music integration at Conservatory Lab. Recently, CLCS focused on focusing on performances that are based at local community sites. Students are encouraged to use their musical skills and musicianship as a vehicle for change, for example, by creating original student compositions in response to social justice issues directly impacting their community such as racial discrimination, community violence, and arts education. This year we have continued to shift our instruction to include more student composition. As a result, our spring concert showcased student compositions in kindergarten through grade eight. The student compositions ranged in theme from demonstrations of learning in science, outcries for social change and expressions of personal tragedies.

Amendments to the Charter

There were no amendments requested during the 2018-2019 school year.

Access and Equity: Discipline Data

Conservatory Lab’s most recent, publicly available student discipline data can be found [here](#).

2017-2018 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	475	18	0	3.8%	0
EL	81	1	-	-	-
Economically Disadvantaged	252	9	0	3.6%	0
Students with Disabilities	61	6	0	9.8%	0
High Needs	317	12	0	3.8%	0

Female	257	4	-	-	-
Male	218	14	0	6.4%	0
American Indian or Alaska Native	0	-	-	-	-
Asian	13	0	-	-	-
African-American/Black	233	11	0	4.7%	0
Hispanic/Latino	176	6	0	3.4%	0
Multi-race, Non-Hispanic/Latino	14	0	-	-	-
Native Hawaiian or Pacific Islander	0	-	-	-	-
White	39	1	-	-	-

CLCS has continued to tighten school structures and norm expectations across the building. In addition, this year CLCS introduced Habits of Work and Learning (HOWLs) aligned to our CREW qualities of Respect, Empathy, Cooperation, Perseverance and Reflection. This year we developed a CREW curriculum to explicitly teach SEL skills, building students' ability self-monitor and be reflective. As a result, there has been a reduction in suspensions across the school, resulting in only nine students suspended during the 2018-19 school year.

In the past year, CLCS created two new administrative positions focused specifically on school culture. CLCS strives to maintain a safe and supportive learning environment for all students, while holding students accountable using progressive discipline structures and restorative practices to reengage students in the community.

Dissemination Efforts

Conservatory Lab Charter School partners with the Center for Artistry and Scholarship (CAS) to disseminate best practices developed at Conservatory Lab. Some of the work conducted by CLCS in collaboration with CAS in the 2018-2019 school year is reflected in the chart below. A more extensive list of dissemination activities from the year can be found in Attachment 2.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts?	With whom did the school disseminate its best practices?	Result of dissemination
Developing student voice through creative curriculum	"Artistic Citizenship" - Presentation at the Sphinx Connect 2019 Conference Workshop	CLCS Strings Resident Artists	Attendees of Sphinx Connect 2019 Conference	Workshop presentation viewable here
Best practices in school leadership	Principals for Equity, Innovation, and Excellence professional development group comprised of both public and charter school principals from schools in the Greater Boston Area	CAS Executive Director, CLCS Principal	Participating principals from Boston Public Schools, Cambridge Public Schools, Chelsea Public Schools, Revere Public Schools, and charter schools	The professional development group will continue to meet regularly during the 2019-2020 school year
School Model	"Social Emotional Learning at Conservatory Lab Charter School," published by the Center for Artistry and Scholarship	CAS Program Director, CLCS Principal, CLCS Staff	Shared with the general public via the CAS website (www.artistryandscholarship.org)	Social Emotional Learning at Conservatory Lab Charter School
School Model	"Hope y Esperanza" - Blog on CAS website	CAS Executive Director	Shared with the general public via the CAS website (www.artistryandscholarship.org)	Hope y Esperanza Blog
School Model	"Hitting the Right Note," published in Educational Leadership, Volume 76, Number 4, pp. 62 - 67	CAS Executive Director	Subscribers of Educational Leadership, a publication by ASCD	Hitting the Right Note
School model	Visits to CLCS by educators, administrators, musicians, artists and policymakers from around the world	CAS Executive Director, CLCS Staff	Teachers, educators, administrators, musicians, artists, and policymakers from schools and organizations in the Greater Boston area and beyond	Every visitor has expressed their appreciation and gratitude for the time and attention
Creative leadership development	Center for Artistry and Scholarship's Perrone-Sizer Institute for Creative Leadership	CAS Staff, CLCS K1 Teacher	Educators and emerging leaders from various schools and educational organizations in Boston, Cambridge, Somerville, and other areas in Greater Boston	CLCS's K1 Teacher presented a final capstone and graduated from the program on June 25th, 2019. The capstone leadership project is designed to leverage a partnership between the participant's home organization and a community-based organization to improve outcomes for youth and families.

Academic Program Success

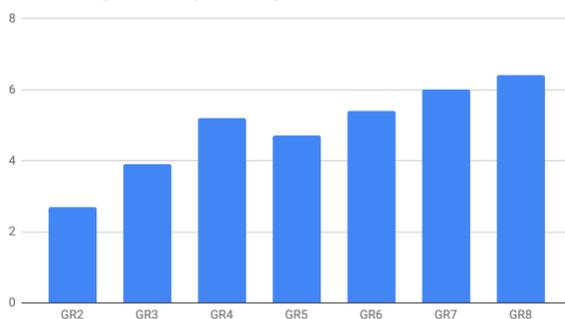
Student Performance

Conservatory Lab Charter School's school report card (overview) can be found [here](#).

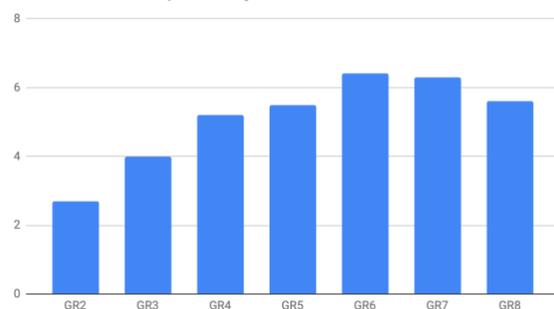
Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Requiring assistance or intervention Reason for classification: In need of focused/targeted support	Found here: http://profiles.doe.mass.edu/staterreport/accountability.aspx 29th Percentile	Meeting 77% percent of Improvement targets

CLCS conducted STAR assessments for ELA and Math in grades 2 - 8. Below is data regarding the end of year grade level equivalency in both reading and math for grades 2-8, as well as the median growth in both content areas for both grades. Based on the mid-year assessments and previous year assessments, the end of year STAR assessment data for grades 7-8 is not representative of students' performance. In the upcoming school year, we will schedule assessments in grades 7-8 before end of year activities begin, to ensure that students remain focused and motivated during the assessment.

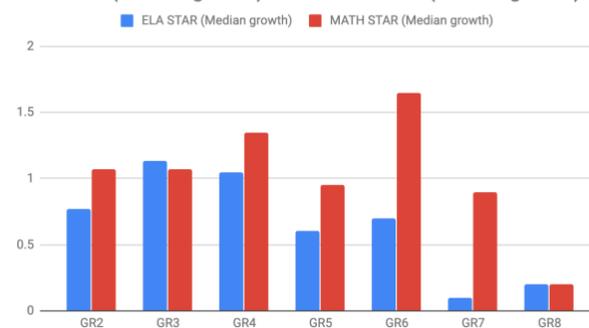
EOY Reading Grade Equivalency 18-19



EOY Math Grade Equivalency 18-19



ELA STAR (Median growth) and MATH STAR (Median growth)



Program Delivery

In SY 2018-2019, Conservatory Lab modified its instructional leadership structure to include 2 directors of academics (K1 - Gr. 2, Gr. 3-8), and two School Culture leaders (K1 - Gr. 2, Gr. 3-8). This change

facilitated greater alignment across all grades for curriculum and instruction as well as school culture and student support. In order to support instruction for all learners, Conservatory Lab continued with the model of utilizing smaller class sizes for K1 - Gr. 3, departmentalizing Gr. 5-6 to capitalize on the expertise of teachers and creating a school schedule that facilitated the integration of music and visual arts into academics.

Conservatory Lab expanded the number of minutes dedicated to core instruction. During the core instructional blocks, teachers work with at risk students to tailor instruction to their individualized needs. In addition, learning specialists support the most at risk students with specialized instruction to meet their needs. The school continued to utilize web-based interventions to support students. For the third year, students in grades 3-8 participated in an April vacation week math academic program provided by CLCS teachers.

After having rolled out EL ELA curriculum across grades K2-8, this year teachers refined implementation to better support a range of learners in reading and increase opportunities for writing in the curriculum. In addition, teachers expanded teaching practices in math to increase problem solving skills and independent reasoning skills. Across all grades teachers revamped their science instruction to align to the 2016 Massachusetts Science/Technology and Engineering standards working to update pre-existing units and building out new integrated projects to better align with current content standards.

In ELA and mathematics, we continued to refine instructional practices using our current curriculums. In ELA, teachers increased the volume of writing and improved writing tasks to include more drafting and critical thinking. Teachers increased students' opportunities to read and write across multiple texts in ELA, humanities and science. This helped to drive revisions of students' tasks to increase rigor and alignment with grade level expectations.

Teachers expanded science-based units, building out more field work experiences and service learning opportunities utilizing additional funds from a new science grant from the Cedar Tree Foundation. Teachers continued to refine existing and new Learning Through Music Expeditions that bridge science or social studies standards with literacy skills and are incorporated with music and the arts.

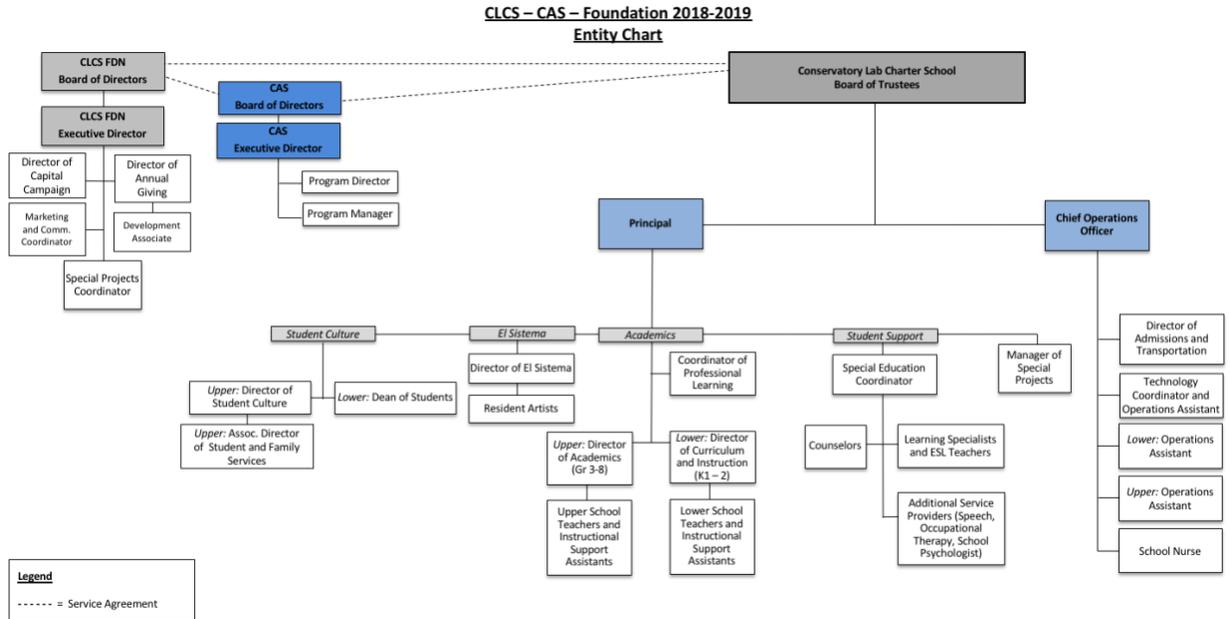
As an expeditionary learning school, our support for students' social and emotional needs is based on the principles of "CREW" - we are all part of a crew, working together. This year we documented a full CREW curriculum in grades three through eight. CREW is also a vehicle for helping students to prepare for student led conferences. This was the second year that CLCS students presented individual student led conferences as a means of sharing their learning and goals.

Organizational Viability

Organizational Structure of the School

Conservatory Lab uses a co-leadership model in which the school is run by the Principal and Chief Operating Officer. The Conservatory Lab Board of Trustees has a service agreement with the Center for Artistry and Scholarship (CAS). As part of the service agreement, CAS supports the CLCS Board in its evaluation of the Principal and Chief Operating Officer and provides additional technical assistance to the Board. CAS also disseminates CLCS's best practices to Boston and beyond.

Below is an updated organizational chart that includes the relationship with the Conservatory Lab Charter School, the Conservatory Lab Charter School Foundation and the Center for Artistry and Scholarship.



Teacher Evaluation

At Conservatory Lab, the Principal and Directors of Curriculum and Instruction directly supervise teachers, providing regular observation, feedback, and coaching. This includes formative and summative written evaluations. Conservatory Lab uses the DESE rubric for evaluation, while referencing the 5D+ rubric from the Center for Educational Leadership to drive conversations and reflections throughout the year.

Budget and Finance

A. Unaudited FY19 statement of revenues, expenses, and changes in net assets (income statement)

CONSERVATORY LAB CHARTER SCHOOL
UNAUDITED STATEMENTS OF REVENUES,
EXPENSES AND CHANGES IN NET POSITION
YEARS ENDED JUNE 30, 2019 AND 2018

	<u>2019</u>	<u>2018</u>
OPERATING REVENUES		
Tuition	7,367,135	7,205,208
State grants	31,418	19,982
Federal grants	398,438	361,212
On-behalf fringe benefits	840,326	840,326
Food service	285,375	291,066
In-kind transportation and other services	557,886	557,886
Parent paid fees/other income	17,546	30,673
	<hr/>	<hr/>
TOTAL OPERATING REVENUE	9,498,123	9,306,353
OPERATING EXPENSES		
Salaries - instructors	3,670,203	3,547,211
Salaries - administrative	615,065	619,882
Payroll taxes	212,504	200,354
Fringe Benefits	307,625	286,497
Other non-salary compensation	267,823	349,988
Transportation	578,621	557,886
Rent	643,576	636,275
Facilities maintenance	270,132	251,078
Utilities	41,032	34,730
Textbooks and materials	42,215	55,420
Educational supplies and activities	119,487	111,232
Music equipment and supplies	85,707	88,645
Classroom computers and equipment	64,886	96,513
Professional fees	272,051	275,028
Advertising and fundraising	-	-
Staff recruiting	4,450	3,254
Office computers and equipment	36,914	48,485
Office supplies and expense	85,965	59,240
Insurance	52,884	55,163
Food service program	324,192	316,376
Conferences and training	35,457	37,266
Relocation costs	-	-
On-behalf fringe benefit expense	840,326	840,326
Depreciation and amortization	15,916	21,872
Development, marketing and communication	214,433	289,000
	<hr/>	<hr/>
TOTAL OPERATING EXPENSE	8,801,463	8,781,721
OPERATING INCOME	696,660	524,632
NON-OPERATING REVENUES (EXPENSES)		
Contribution from related party	300,000	194,145
Interest expense	24,271	-
	<hr/>	<hr/>
NON-OPERATING REVENUES, net	275,729	194,145
CHANGE IN NET POSITION	972,389	718,777
NET POSITION, beginning of year	2,421,451	1,702,674
NET POSITION, end of year	3,393,840	2,421,451

B. Statement of net assets for FY19 (balance sheet)

CONSERVATORY LAB CHARTER SCHOOL
 UNAUDITED STATEMENTS OF NET POSITION
 JUNE 30, 2019 AND JUNE 30, 2018

	<u>2019</u>	<u>2018</u>
<u>ASSETS</u>		
CURRENT ASSETS:		
Cash	152,046	2,431,068
Accounts and other receivables	900,507	77,935
Due from other entities	830,924	3,396
Prepaid Expenses	<u>167,645</u>	<u>131,183</u>
TOTAL CURRENT ASSETS	2,051,122	2,643,582
NON-CURRENT ASSETS -		
Capital assets, net	248,681	264,597
Loan receivable	1,500,000	-
TOTAL ASSETS	<u>\$ 3,799,803</u>	<u>\$ 2,908,179</u>
<u>LIABILITIES AND NET POSITION</u>		
CURRENT LIABILITIES:		
Accounts payable	85,356	99,182
Accrued expenses	-	32,351
Accrued payroll and payroll taxes	320,607	300,195
Due to other entities	<u>-</u>	<u>55,000</u>
TOTAL CURRENT LIABILITIES	405,963	486,728
<u>NET POSITION</u>		
Invested in capital assets, net of related debt	248,681	264,597
Unrestricted	<u>3,145,159</u>	<u>2,156,854</u>
TOTAL NET POSITION	<u>3,393,840</u>	<u>2,421,451</u>
TOTAL LIABILITIES AND NET POSITION	<u>\$ 3,799,803</u>	<u>\$ 2,908,179</u>

C. Approved School Budget for FY20

**Conservatory Lab Charter School
FY2020 Budget - approved June 12, 2019**

	<u>FY20 Budget</u>
Revenue	
Tuition	7,777,104
Entitlement Grants	389,735
Federal Nutrition Program	286,399
Fundraising	423,500
Other Income	66,492
Total Revenue	\$ 8,943,230
Expenses	
Teaching & Academic Support Staff	3,575,307
Administration	462,195
Total Staff	4,037,501
Benefits	
Health Insurance	256,060
Dental Plan	30,216
Disability & Life Plans	28,504
403B Match Contribution	60,000
MTRS Grant Expenditure	
Payroll Taxes	228,764
Workers Compensation	22,482
Professional Development	41,000
Total Benefits	667,027
Total Staff & Benefits	4,704,529
EI Sistema Salaries	537,781
EI Sistema - Instruments & Supplies	115,005
EI Sistema Total	652,786
LTM	3,000
Support Consultants	384,375
Classroom Supplies, Tech	259,163
Total Program Expenses	1,299,324
Contract for Development & Marketing	263,092
Food/Services for Nutrition	336,940
General Supplies	34,092
Technology (non-capitalized)	55,104
Accounting/Audit Services	14,000
Legal Fees	50,000
Payroll Service	38,000
Telephone & Internet	34,523
Insurance	33,499
Other	50,783
Total Other Expenses	910,032
2120 Rent	511,122
Debt Service - Refinance Hancock St.	131,022
Other (LOC interest + MDFA Gaurantee)	43,570
Total Rent & Interest Expense	685,714
Utilities	50,513
Cleaning & Supplies	158,556
Maintenance & Repair	102,000
Total Facilities	311,069
Total Expenses	\$ 7,910,669
Change in Net Assets	\$ 1,032,561

D. Capital Plan for FY20

CLCS Realty Corporation (CLCS Realty), a single-purpose entity formed to obtain New Market Tax Credit financing, is in the process of constructing a new upper school on Columbia Road in the Upham’s Corner neighborhood of Dorchester to be occupied by Conservatory Lab Charter School (CLCS) upon completion. CLCS Realty closed on the purchase of a 1.27 acre parcel of land and project financing on March 19, followed by a groundbreaking event on May 6th at which Mayor Martin J. Walsh was the featured speaker. This new, three-story, approximately 41,000 square foot facility includes academic classrooms, ensemble rehearsal rooms, a dining and performance space, a gymnasium, and an outdoor play area. It will house 275 upper-school students in grades 3-8 and is less than a half mile from the CLCS lower-school location. Construction is on target to ensure occupancy by late July 2020.

Total cost of the land and construction building is approximately \$28 million. CLCS and Conservatory Lab Charter School Foundation, Inc. (CLCS Foundation) also used the opportunity to refinance the lower-school’s approximately \$3.1 million mortgage at Hancock Street. A total of nearly \$31 million in financing and equity was acquired, covering both the Columbia Road acquisition and construction and the Hancock Street refinance. and This is comprised of an approximately \$20.5 million tax-exempt bond and an approximately \$1.7 million taxable bond (both bonds were issued by Massachusetts Development Finance Agency), approximately \$3.4 million funded through New Market Tax Credits, and the remainder from CLCS reserves loaned to the project, and the fundraising efforts of the CLCS Foundation. These funds account for 100% of project costs.

Additional Information

Appendix A: Accountability Plan Evidence 2018-2019

Faithfulness to Charter

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (including detailed evidence with supporting data or examples)
Objective: Conservatory Lab will effectively support musical achievement for all students.		
Measure: All students will perform in front of an audience as a member of an ensemble at least six times per year.	Met	Including Winter and Spring concerts, as well as in-school performances for staff members, interested visitors, and families, all students performed in an ensemble at least 6 times. See Attachment 1 - 2018-2019 List of Select Student Performances
Measure: After two full years of music education, students will achieve proficiency at their level in their instrument.	Met	Musical growth for all students was assessed and shared with families quarterly (through progress reports and report cards) using an internally developed music assessment rubric that aligns with the Conservatory Lab’s unique El Sistema curriculum scope and sequence.
Objective: Conservatory Lab will share its interdisciplinary, project-based curriculum with interested educators through print materials, multimedia resources, classroom observations, and teacher presentations		

at local and national conferences.		
Measure: Conservatory Lab will share its written interdisciplinary presentations on our best practices in both academics and music, including music performances by students led by El Sistema staff.	Met	See Dissemination Report (above), Attachment 1 - 2018-2019 List of Select Student Performances, and Attachment 2 - 2018-2019 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources
Measure: Conservatory Lab will update and revise its written learning expeditions to align with changing state standards, to reflect updated teaching practices, to deepen music infusion, and to accommodate grade expansion.	Met	Grade level teachers meet for regular planning retreats to plan upcoming expeditions. CLCS highlighted some expeditions on the CLCS website for grades K1 – 7.

Academic Program Success

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (including detailed evidence with supporting data or examples)
Objective: Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students.		
Measure: Grade levels will achieve 70% advanced and proficient scores on PARCC exam.	N/A	<p>ELA MCAS 2018: GR3 M=38, E=15 GR4 M=23, E=6 GR5 M=33, E=2 GR6 M=48, E=8 GR7 M=29, E=3 GR8 M=31, E=0</p> <p>Math MCAS 2018: GR3 M=40, E=10 GR4 M=30, E=4 GR5 M=36, E=0 GR6 M=30, E=3 GR7 M=10, E=0 GR8 M=31, E=0</p> <p>MCAS 2019: awaiting results</p>
Measure: The median PARCC student growth percentile (SGP) score for ELA will increase by 10%.	Partially Met - still awaiting 2019 SGP	<p>ELA SGP: 2016 – 36 2017 – 58 2018 – 59.3 2019 - awaiting results</p> <p>Math SGP:</p>

		2016 – 29 2017 – 58 2018 – 58.8 2019 - awaiting results
Measure: Using the school’s internal assessments, 85% of students will make at least one year’s growth in ELA and mathematics.	Partially Met	ELA STAR (Median growth) GR2 77 GR3 1.13 GR4 1.05 GR5 0.6 GR6 0.7 GR7 0.1 GR8 0.2 MATH STAR (Median growth) GR2 1.07 GR3 1.07 GR4 1.35 GR5 .95 GR6 1.65 GR7 0.9 GR8 0.2
Measure: 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.	Not Met	The school utilized embedded writing tasks to measure students’ competency but did not demonstrate 85% mastery.
Measure: 100% of 8th grade students will complete a project-based presentation sharing their culminating experience at CLCS, which meets proficiency or above according to a performance rubric.	Met	All 8th graders made presentations that met or exceeded proficiency according to a performance rubric.
Measure: All students at every grade level will participate in two interdisciplinary, project-based units to promote deep learning.	Met	All students in each grade level participated in two interdisciplinary, project-based units (expeditions). Examples of these expeditions can be found on the CLCS website .
Objective: Conservatory Lab will increase the proficiency scores of at risk groups by 10%		
Measure: The identified group of special education will increase its PARCC proficiency scores by 10% school-wide.	Not Met	Measurement tools are not fully comparable. 2016 A-0, P-26, NI-53, W-21 2017 E-0, M-30, PM-60, NM-10 2018 E-0, M-14, PM-55, NM-31

<p>Measure: The identified group of Hispanic boys will increase ELA PARCC proficiency scores by 10% school-wide.</p>	<p>Not Met</p>	<p>In 2017, 35% of Hispanic students scored in the M and A categories, while only 24% of Hispanic students scored A and M in 2018. Despite the decrease in proficiency, students' SGP rose from 58 in 2017 to 61.2 in 2018.</p> <p>MCAS Results</p> <p>2018 (85 students) A: 2, M: 22, PM: 61, NM: 14 SS 489.1 SGP 61.2</p> <p>2017 (75 students) A: 3, M: 32, PM:48, NM: 17 SS 489.9 SGP 58</p>
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Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2019 - 2020

School Name: Conservatory Lab Charter School

2018-2019 Implementation Summary:

This year, Conservatory Lab continued to recruit a diverse student population: 95.2% of students identified as non-White and 64.9% of students were classified as high needs. Conservatory Lab’s English learner population also increased by 3% compared to the previous year. In this year’s entering K1 class, 20% of the students admitted and enrolled were siblings of current CLCS students. CLCS currently anticipates a trend toward a strong sibling presence in the entry class for the upcoming school year, which may impact our progression toward the comparison index and the gap narrowing targets.

Conservatory Lab continues to participate in the Boston Charter Schools Common Application process to recruit a diverse student body. The Common Application process is entirely online and allows families to select multiple charter schools with one application. At Conservatory Lab, we maintain a registration kiosk at the Upper School to support families without internet or computer access at home in submitting their online charter applications. The Boston Charter Alliance continues its efforts to timely share information in order to address the issue of families accepting multiple offers of enrollment through the online application. These efforts assist in ensuring that Boston Public Schools is provided with accurate transportation information to ensure students have bus service the first day of school.

As we completed our third year of occupation in our new building on Hancock Street in Dorchester for K1 - Gr. 2 and prepared to break ground on our future facility on Columbia Road (Gr. 3-8x occupancy expected July 2020), Conservatory Lab has continued to target recruitment efforts on community organizations in Dorchester, Roxbury, and Mattapan as established in the 2017 and 2018 Annual Reports.

General Recruitment Activities for 2019-2020:

1. Continue participation in the Boston Charter School Common Application and maintain a link on the main page of the school website to the common application.
2. Post all admissions information on the main page of the school’s website with a direct link to the Common Application. 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.

3. 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.
 4. Mail application and information brochures to local Head Start programs, community organizations, after-school programs, libraries, nearby schools, and facilities that serve homeless, low-income, and minority families.
 5. Advertise admissions process, application deadlines, and information sessions by press release to the local neighborhood newspapers, particularly in Dorchester, and Mattapan, and other kinds of media outlets, such as the school's social media pages.
 6. Announce application deadlines, information sessions, and application methods in the school's family newsletter, which is sent electronically to families and to the entire school community. Person-to-person communication through our administrators, families, board members, staff members, and resident artists have proven to be an effective approach to communicate the launch of our application cycle.
 7. Work with the CLCS Family Action Network and ask families to help with advertising the admissions process and promoting the school in their communities by sharing flyers through interpersonal communication.
 8. 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.
 9. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the fall and winter of 2019 and early 2020 (before the admissions lottery) and disseminate admissions materials at each event.
 10. 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.
 11. Disseminate promotional video to publicize Conservatory Lab and include link to video in admissions materials sent to prospective families.
 12. Utilize school's social media platforms to advertise the admissions lottery as well as the school's mission, programs, and curriculum.
 13. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.
 14. Distribute copies of our application and admissions materials, with emphasis on our El Sistema music program, to Boston Public School elementary schools in Dorchester, Roxbury, Mattapan, and the South End that have music programs.
- Host a New Family Orientation for families who are accepted through the lottery process for SY19-20.

Recruitment Plan – 2019-2020 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
(a) CHART data	(b) Continued 2018-2019 Strategies
<p>School percentage: 11%</p> <p>GNT percentage: 22.7%</p> <p>CI percentage: 15.1%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Distribute our special education pamphlets and admissions information (in both English and Spanish) at Head Start locations around the city, in shelters, Boys and Girls Clubs, community centers (Kroc Center, Boston Public Schools Welcome Centers, Horizons for the Homeless), and through the mail. 2. Include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters. 3. 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.

	<ol style="list-style-type: none"> 4. 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. 5. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application materials to families with children with special needs. 6. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab. 7. Work with Head Start programs in Roxbury, Dorchester, and Mattapan to set up face-to-face meetings between Conservatory Lab staff and families with special needs. 8. Collaborate with the Director of Family Programs and the Preschool Director at VietAID in Fields Corner, Dorchester to distribute admissions materials to families with children with special needs and to facilitate face-to-face informational meetings. 9. As the school has engaged in the process of securing all appropriate licenses and permits for breaking ground on a new facility in the Upham's Corner neighborhood, CLCS school leaders and Board members have engaged in ongoing community meetings regarding the school's equal access. The school has been sure to emphasize the school's non-discrimination policy as well as our commitment to serve students of diverse needs and communicating the support systems and staff in place for diverse learners. The school will continue to utilize this strategy as we progress with the building of the new facility. 10. Recruit additional staff that are dual licensed in SPED 11. Conduct outreach at Small Wonders Nursery School in Dorchester, a local early intervention program.
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ol style="list-style-type: none"> 1. Explore expansion of current partnership with Boston Children's Hospital, specifically with their Early Childhood Education Center which services students with learning differences and challenges (1 year) 2. Share information on the school website regarding number of staff with dual licensure in special education (1 year).
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 15.2%</p> <p>GNT percentage: 22.7%</p> <p>CI percentage: 25.3%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<ol style="list-style-type: none"> 1. Make applications available in Spanish, Haitian Creole, Portuguese, Vietnamese, and Chinese in three different ways (online on our website, in paper form, and at fairs/community centers). 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. 3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese. 4. Have bilingual staff clearly identified during the open houses and information sessions, as well as school admissions tours throughout the year. 5. Distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, and 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

	<p>Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and VietAID.</p> <ol style="list-style-type: none"> 6. Provide families with children 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 predominantly composed of immigrant and refugee families, and non- and limited-English speaking families. 7. Provide admissions applications and materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese 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. 8. Place copies of our application, in seven languages, at the Boston Public Schools Welcome Centers in Dorchester, Roxbury, and Mattapan. 9. Work with Coordinator of Parent Groups at the Haitian Multi-Service Center in Dorchester to provide application materials in Haitian Creole and to arrange face-to-face informational sessions with families of school-age children. 10. Work with the Director of Family Programs at VietAID in Fields Corner, Dorchester to provide application materials in Vietnamese and to arrange face-to-face informational sessions with families whose children attend the VietAID preschool. 11. Provide application and admissions materials to the Cape Verdean Family Nurturing Program in Dorchester. 12. Make a concerted effort to recruit and hire staff who are multilingual. 13. Expand community engagement efforts for concerts/performances by inviting diverse community members from neighborhoods around the school sites which include Haitian, Vietnamese, and Portuguese residents. 14. Utilize relationships with civic network surrounding school sites, including the Hancock Street Civic Association, Bowdoin Street Civic Association, Upham’s Corner Civic Association to further engage with diverse communities 15. In order to continue progressing toward the GNT/CI, Conservatory Lab will continue to evaluate the list of community organizations, programs and centers that we work with in our outreach efforts. Conservatory Lab will also continue to evaluate and revise the admissions pamphlet and information provided to prospective families. 16. Partner with several bilingual Boston schools, such as the Margarita Muñiz Academy, and work with their community outreach person to conduct joint enrollment outreach. 17. Recruit additional staff that are bilingual 18. Identify local adult literacy centers that teach English as a Second Language at which to conduct enrollment outreach 19. Expand our partnership with Upham’s Corner Health Center to recruit more English language learners <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed.</p> <ol style="list-style-type: none"> 3. Targeted student recruitment at ABCD’s location in Chinatown (1 year) 4. Share information on the school website regarding number of staff with dual licensure in English learners. (1 year)
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
(a) CHART data	(b) Continued 2018-2019 Strategies

<p>School percentage: 48.8%</p> <p>CI percentage: 49.8%</p> <p>The school is <u>below</u> CI percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 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. 2. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Clubs. 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. 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. 5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese and Chinese to the Uphams Corner Health Center in Dorchester; arrange to deliver brief presentations to interested family members. 6. Collaborate with Action for Boston Community Development, Inc. (ABCD), along with Head Start programs in Roxbury, Dorchester, and Mattapan, to distribute our application and admission materials to low-income families. 7. Distribute recruitment materials at local cultural events, such as “Groovin’ in the Grove” in the Grove Hall neighborhood of Dorchester. 8. Utilize Conservatory Lab’s Office of Student and Family Services to expand efforts to enroll eligible families in state assistance programs 9. Recruit rising sixth graders from local elementary schools with high levels of economically disadvantaged students. 10. Ensure that Conservatory Lab’s admissions team accurately collects data on students who are related (siblings) in non-traditional family structures to ensure the capturing of all students who may be eligible for social assistance programs under the new metrics. 11. In order to continue progressing toward the GNT/CI, Conservatory Lab will continue to evaluate the list of community organizations, programs and centers that we work with in our outreach efforts. Conservatory Lab will also continue to evaluate and revise the admissions pamphlet and information provided to prospective families. 12. As the school has engaged in the process of securing all appropriate licenses and permits for breaking ground on a new facility in the Upham’s Corner neighborhood, CLCS school leaders and Board members have engaged in ongoing community meetings regarding the school’s equal access. The school will publicize the school’s programs that support economically disadvantaged students including the breakfast model and financially accessible surround care programs to support families with working schedules. <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet CI: additional and/or enhanced strategies needed. 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> <ol style="list-style-type: none"> 1. Publicize the EOS Foundation’s recognition of the Conservatory Lab for the past two school years for excellence in ensuring 80% or higher participation in the schools’ after-the-bell breakfast program daily (1 year).
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	<p>2. Publicize school’s yearly offerings of vision and dental screening services during the school day for students in need of additional health services.</p>
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2018-2019 Strategies</p> <ol style="list-style-type: none"> 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 through middle school and beyond. 2. Highlight to families the recent addition of support and special education staff. 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. 4. Provide admissions applications and materials to the Madison Park Development Corporation, in Roxbury, MA, which provides after school and reading and math tutoring to community residents. <p>Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese to neighborhood branches of the Boston Public Library, including the Uphams Corner and Fields Corner branches in Dorchester and the Mattapan branch.</p>
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) 2018-2019 Strategies</p> <ol style="list-style-type: none"> 1. Make our admissions application and materials available to programs that service at-risk youth throughout the city. <p>Make admissions applications and materials available to the Dearborn Boys and Girls Club, Roxbury, MA, housed at the Dearborn Middle School.</p>
<u>Students who have dropped out of school</u>	<p style="text-align: center;">(f) 2018-2019 Strategies</p> <p>While this section is non-applicable to K-8 schools, Conservatory Lab’s Office of Student and Family Services are equipped with recruitment information and trained to reach out to and engage children who have struggled with truancy and tardiness.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;">(g) 2019-2020 Strategies</p> <ol style="list-style-type: none"> 1. Continue to recruit diverse 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. 2. Include music and art electives, student leadership opportunities, and conference presentation opportunities for middle school students.

Retention Plan 2019-2020

2018-2019 Implementation Summary:

This year, Conservatory Lab’s retention rate decreased from 82.7% in 2017-2018 to 80.5% in 2018-2019. Despite the downward turn from 2017-2018, the current retention rate still represents an improvement in student retention from 77.1% in 2016-2017 - a year in which Conservatory Lab relocated its Lower School facility from Brighton to Dorchester. As Boston Public Schools reconfigures the grade level of some high schools to Gr. 7-12 schools, Conservatory lab anticipates continued challenges with student retention in the upper grades. This year, in our third year of occupancy at the Lower School location at 133 Hancock Street in Dorchester, our ongoing recruitment strategies continued to focus on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan as we continue striving toward our established retention goal of 85%.

In pursuit of fully achieving our established retention goal of 85%, Conservatory Lab continues to grapple with the challenge of the school’s late start time*, as families seek a school with a start time that better aligns with traditional working hours for families. Despite this challenge, Conservatory Lab continues to pursue recruitment in the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan and furthermore continues to focus on strategies for retention of students and families that are within Conservatory Lab’s control.

Our unique, child-centered music and academic programs—El Sistema and EL Education—continued to create a school environment that promoted deep engagement in learning. Our El Sistema program continued to provide intensive, ensemble-based music education that gives children structures to develop creativity, to collaborate with their peers, and grow as productive members of our community. Similarly, our learning expeditions remained 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 proudly presented their learning and final products to family and community members at celebrations of learning. Teachers, as well as bilingual staff members, helped to make sure that our English learners, as well as their families, felt comfortable at our school and were aware of their learning progress. Students who need extra support were provided intervention strategies, such as computer-assisted instruction, and small-group instruction. Conservatory Lab’s Student Support Team continued to meet regularly to design strategies to support individual children both academically and emotionally. Teachers continued to help close the achievement gap by using ANet interim assessment data to inform instructional practices. 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 period each day. We provide a surround care program to support the range of needs of our families in partnership with a local after-school provider.

**Following CLCS’s state-approved amendment to shorten the length of the school day, collaboration with Boston Public Schools resulted in a change in the start time of the school day from 7:15am (SY16-17) to 9:15am (SY17-18). The change in start time of the school day was a major contributor to the attrition of some Conservatory Lab students and families*

Overall Student Retention Goal	
Annual goal for student retention (percentage):	85%

Retention Plan –2019-2020 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 18.4%</p> <p>Third Quartile: 17.6%</p> <p>The school’s attrition rate is <u>above</u> third quartile percentages.</p>	<p>(b) Continued 2018-2019 Strategies</p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Employ a Special Education Coordinator and a team of learning specialists to create and monitor IEP plans and goals, meet regularly with special education students, and evaluate new and improved software options. Our principal is an inclusion specialist who will bring her extensive background to bear on our delivery of instruction and services to this population. 2. Employ and/or contract with a speech and language therapist, physical therapist, occupational therapist, and a counselor to provide additional related services. 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 SPED-FAN (Special Education Family Action Network). 4. Increase the use of Chromebooks for writing, reading and research in grades 3-8. 5. Include tutoring, computer-assisted instruction (particularly in preparation for the MCAS tests), peer mentoring, additional time on task, and small-group projects.

	<ol style="list-style-type: none"> 6. Systematically and explicitly teach social-emotional learning skills across all grade levels. 7. Organize informational sessions and workshops about our programs and curriculum for families of students with special needs. Interpreters and childcare will be provided. 8. Utilize small group reading in all classrooms K2-grade 8. 9. Add Reading Recovery program to support struggling grade one students. 10. Expand the use of station-based teaching in mathematics. 11. Implement regular data review meetings to identify strategies to support students with lagging skills and provide family updates as new strategies are implemented. 12. Develop consistent family communication plan to provide more opportunities for collaboration. 13. Provide intentional transition planning between school years for families and students with special needs or disabilities 14. Re-structure family programming to support the diversity of our students' academic and social emotional needs 15. Introduce student led conferences as a means of engaging families and increasing students' ownership of their own learning. (1 year) 16. Collaborate with the Family Action Network to host family friendly curriculum support and child development information nights. (1 year) 17. Utilize computer-based text to speech software to provide greater access to grade level content. (1 year) 18. Introduce Universal Design for Learning as a means of providing students greater access. (3 years)
	<p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. 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> <ol style="list-style-type: none"> 1. Hire an additional learning specialist to expand capacity to provide targeted supports to students with disabilities (1 year) 2. Reconfigure elementary grade class sizes to decrease student to teacher ratio (1 year)
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.8%</p> <p>Third Quartile: 19.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <ol style="list-style-type: none"> 1. Increase ESL teachers to employ two full time ESL teachers: one at the lower school (K1 - Gr. 2) and one at the upper school (Gr. 3-8). 2. Continue to employ teachers, musicians, and staff with second language fluency. 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. 4. Organize informational sessions and workshops for families of English learners about our programs and curriculum. Interpreters and childcare will be provided. Develop consistent system to coordinate interpretation for family conferences 5. Utilize computer-based text to speech software to provide greater access to grade level content. 6. Provide specific reading interventions to students reading below grade level. 7. Provide time and space for students to share their languages and cultures with one another through social groups and curriculum 8. Develop a new format for outreach for the regular Family Action Network meetings 9. Initiate individual meetings with new families in upper grade levels.

	<p>Communicate the name and contact information of bilingual staff members to families.</p> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. 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> <ol style="list-style-type: none"> 1. Hire an additional ESL teacher to expand capacity to provide targeted supports to students with disabilities (1 year) 2. Provide financial incentive to staff to pursue and secure dual licensure in ESL (1 year)
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p>(a) CHART data</p> <p>School percentage: 17.0%</p> <p>Third Quartile: 19.9%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p style="text-align: center;">(b) Continued 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> 1. Continue to offer free and reduced-price breakfast and snacks, and free and reduced price lunch to qualifying families. 2. Provide free bus transportation to qualifying families, as well as free MBTA passes to middle school students. 3. Continue to distribute free uniforms to students from low-income families. 4. Provide extra learning resources during the school year and the summer months. 5. Ensure that all students have access to necessary school supplies throughout the year, both by providing supplies purchased by the school and also through donations from other families and community members. 6. Establish surround care programming that accepts vouchers and reduced tuition rates. <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies needed. 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>Implementation of school-based affordable summer programming for elementary students (1 year)</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;">(d) 2018-2019 Strategies</p> <ol style="list-style-type: none"> 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. 2. Add intervention and acceleration into the schedule at several grade levels. This intervention will include technology programs as well as small group supports. 3. Consistent review by the Office of Student and Family Services, particularly in the middle school, will help retain students who are sub-proficient. 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. 5. Implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels. 6. Provide professional development for staff on Universal Design for Learning and differentiation in instruction to maximize accessibility of content for all students. 7. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions.

	8. Develop a resource directory for families and students for additional, community-based academic supports such as after-school programs and/or tutoring.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2018-2019 Strategies</p> <ol style="list-style-type: none"> 1. Through frequent parent-teacher conferences and reviews by the Office of Student and Family Services, teachers, counselors, administrators, and resident artists will maintain constant communication with families to identify students at risk of dropping out and to develop intervention strategies. 2. Employ a counselor at each site to work with individual students with social, emotional, and behavioral challenges to identify problems and design interventions. 3. The teachers, principal, counselors, and Conservatory Lab’s Office of Student and Family Services will work with families to problem solve, strategize, and advocate on behalf of students. 4. Continue to implement El Sistema, along with our extended school day, to create a strong incentive for students to stay engaged with school. 5. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions. 6. Provide more programming around the high school transition and future opportunities to keep middle school students and families engaged with school.
<u>Students who have dropped out of school</u>	<p align="center">(f) 2018-2019 Strategies</p> <p>We have not had any students drop out of our elementary or middle school.</p>
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2018-2019 Strategies</p> <ol style="list-style-type: none"> 1. Identify students who are underachieving and provide pullout tutoring and directed small-group instruction on a regular basis. 2. Expand collection of diverse, multicultural literature in learning expeditions, Readers Workshop, and classroom libraries to allow students of color to see themselves in the curriculum and personally identify with the content in all grades 3. Provide professional development to build cultural competency in our teaching staff. 4. Provide additional social emotional support groups for targeted student populations including specific groups for male students of color and female students.

Appendix C: School and Student Data Tables

Conservatory Lab Charter School’s student demographic enrollment information can be found at the Massachusetts Department of Elementary and Secondary Education [website](#).

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	215	48.8%
Asian	14	3.2%
Hispanic	180	40.8%
Native American	0	0.0%

White	21	4.8%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	11	2.5%
Special education	49	11.1%
Limited English proficient	67	15.2%
Economically Disadvantaged	215	48.8%

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
John Chistolini, Chief Operating Officer	Responsible for school operations including facilities, admissions, recruitment and retention; DESE liaison	1/2014	
Nicole Mack, Principal	Responsible for overall curricular and instructional programs including special education and ELL services	6/2016	
Josué González, Director of El Sistema	Responsible for the El Sistema program	8/2011	10/2018
Tess Plotkin, Interim Director of El Sistema	Responsible for the El Sistema program	7/2012	
Allison Chow, Manager of Special Projects	Provides administrative support for CLCS leadership	7/2016	
Hilary Shea, Coordinator of Professional Learning	Responsible for staff professional development	7/2016	
Nefta Ramsey, Director of Admissions	Responsible for admissions/enrollment of students and state reporting	10/2015	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure*

Teachers	34 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	1 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	7 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	Reason for mid-year departures: employee chose to end employment. Reason for end-of-year departures: employee chose to end employment or non-renewal of employment contract.
Other Staff	23 <i>Consistent with previous annual reports, this figure includes teaching assistants, arts instructors, administrators, and other support staff.</i>	2 <i>Consistent with previous annual reports, this figure includes teaching assistants, arts instructors, administrators, and other support staff.</i>	4 <i>Consistent with previous annual reports, this figure includes teaching assistants, arts instructors, administrators, and other support staff.</i>	Reason for mid-year departures: employee chose to end employment. Reason for end-of-year departures: employee chose to end employment or non-renewal of employment contract.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	13
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	25
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	1

Members of the Board of Trustees for the 2018-2019 School Year

BOARD MEMBERS FOR THE 2018-2019 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (start and end date)
Takiya Anthony-Price	Ex-officio trustee (Parent Rep.)	Education Committee	N/A – still in first term	Date of election: 11/21/2018 Date of expiration: 10/23/2020

Lynn Cetrulo	Trustee	Development Committee, Governance Committee, Joint Strategic Planning Committee,	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Elaine Chow	Trustee	Finance Committee	N/A – still in first term	Date of election: 8/17/2018 Date of expiration: 06/30/2021
Robert Grinberg	Treasurer	Finance Committee, Executive Committee, Joint Strategic Planning Committee	6	Date of Election: July 8, 2003 Date of Expiration: June 30, 2021
Reverend Gregory Groover	Trustee	Governance Committee	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Gary Gut	Trustee	Executive Committee, Development Committee, Finance Committee, Joint Strategic Planning Committee	6	Date of Election: March 10, 2002 Date of Expiration: June 30, 2020
Martha Kleinman	Trustee	Executive Committee, Governance Committee, Joint Strategic Planning Committee	2	Date of Election: December 2, 2015 Date of Expiration: June 30, 2021
Ceferina Murrell	Trustee	N/A	0	Date of election: 06/11/2019 Resigned: 06/11/2019
Kimberly Nelson	Trustee	Development Committee, Education Committee, Joint Strategic Planning Committee	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Kitty Pell	Trustee, Founding Board member	Development Committee, Finance Committee, Joint Strategic Planning Committee	7	Date of Election: January 1, 1998 Date of Expiration: June 30, 2019 Resigned: June 12, 2019
Bradley Richardson	Trustee	Finance Committee, Joint Strategic Planning Committee	3	Date of Election: September 1, 2011 Date of Expiration: June 30, 2020 Resigned: June 12, 2019

Erika Sanchez	Trustee	Education Committee	N/A – still in first term	Date of Election: November 16, 2017 Date of Expiration: October 23, 2021
Melanie Sheffield	Trustee	Development Committee	2	Date of Election: March 20, 2014 Date of Expiration: June 30, 2020 Resigned June 12, 2019
Kay Sloan	Chair	Executive Committee, Governance Committee, Joint Strategic Planning Committee	1	Date of Election: October 31, 2016 Date of Expiration: October 31, 2019
Tyrone Sutton	Trustee	Education Committee	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Lisa Wong	Trustee	Education Committee, Executive Committee, Joint Strategic Planning Committee	2	Date of Election: March 20, 2014 Date of Expiration: June 30, 2020
Sandy Yeung	Ex-officio trustee (Parent Rep.)	Education Committee, Governance committee	N/A – still in first term	Date of election: October 15, 2018 Date of expiration: September 20, 2020

Appendix D: Additional Required Information

Key Leadership Changes

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Kay Sloan	ksloan@massart.edu	New during SY18-19, no change for SY19-20
Charter School Leader	John Chistolini (Chief Operating Officer, co-leader) Nicole Mack (Principal, co-leader)	jchistolini@conservatorylab.org nmack@conservatorylab.org	No change
Special Education Director	Kristine Bonsack (Special Education Coordinator)	kbonsack@conservatorylab.org	New during SY18-19, no change for SY19-20
MCAS Test Coordinator	Nicole Mack	nmack@conservatorylab.org	No change

SIMS Coordinator	Nefta Ramsey (Director of Admissions and Transportation)	nramsey@conservatorylab.org	No change
English Language Learner Director	Nicole Mack (Principal, co-leader)	nmack@conservatorylab.org	New during SY18-19, no change for SY19-20
School Business Official	Andres Barraza (Director of Finance)	abarraza@conservatorylab.org	New during SY18-19, no change for SY19-20
SIMS Contact	Nefta Ramsey	nramsey@conservatorylab.org	No change

Facilities

Location	Dates of Occupancy
133 Hancock Street, Dorchester, MA 02125	August 2016 – Present
2120 Dorchester Ave, Dorchester, MA 02124	August 2014 - Present
395 Columbia Road, Dorchester, MA 02125	Expected July 2020

Enrollment

Action	2019-2020 School Year Date(s)
Student Application Deadline	February 28, 2020
Lottery	March 6, 2020 (Inclement Weather Date: March 13, 2020)

Anticipated Board Meeting Schedule for 2019-2020

1. Tuesday, September 24, 2019, 5:00 - 7:00pm
Location: Upper School (2120 Dorchester Avenue, Boston, MA 02124)
2. Tuesday, November 12, 2019, 5:00 - 7:00pm
Location: Lower School (133 Hancock Street, Boston, Ma 02125)
3. *(Tentative)* Tuesday, January 28, 2020 , 5:00 - 7:00pm
Location: TBD
4. Tuesday, March 24, 2020, 5:00 - 7:00pm
Location: Upper School (2120 Dorchester Avenue, Boston, Ma 02124)
5. Tuesday, June 9, 2020, 6:00 - 8:00pm
Location: TBD

Attachment 1 - 2018-2019 List of Select Student Performances

Date	Performance/Venue	Student Performers
August 22, 2018	Performance with Landmarks Orchestra at DCR Memorial Hatch Shell	Various strings, winds, brass, and percussion student musicians
September 15, 2018	Performance at Upham’s Corner Art and Health Street Festival	Gr. 2
September 24, 2018	In-school performance in celebration of John Coltrane’s birthday	Gr. 5-6 winds, brass, and percussion student musicians
September 28, 2018	In-school performance during Friday school community gathering	Gr. 1 - 2
October 4, 2019	Performance during Landmarks Orchestra Gala	Various Gr. 7-8 strings student musicians
October 5, 2019	In-school performance during master class taught by Castle of Our Skins	Gr. 7-8 strings student musicians
October 27, 2018	In-school performance during Friday school community gathering	K1 - K2
November 2, 2018	Performance at the Boston Children's Museum	All Gr. 1 student musicians
November 7, 2018	In-school performance during end-of-unit Celebration of Learning	K2
November 30, 2018	In-school performance during Friday school community gathering	Gr. 1 - 2
December 1, 2018	Performance at Dorchester Stringfest hosted by Celebrity Series of Boston at the Kroc Corps Community Center with Castle of our Skins	Gr. 7-8 string student musicians
December 5, 2018	Performance at the Massachusetts State House	All Gr. 2 student musicians, Gr. 7-8 string student musicians
December 8, 2018	Performances during end-of-unit Celebration of Learning	Gr. 3
December 17, 2019	In-school performance	Selected middle school strings student musicians participating in the after school program with Greater Boston Music Outreach
January 26, 2019	Whole School concerts held at First Parish Church	All Conservatory Lab students K1 - 8

February 15, 2019	In-school performance during Friday school community gathering	K1 - K2
February 26, 2019	Performance for visitors to Conservatory Lab Charter School, including Grammy-award winning jazz artist Esperanza Spalding	Gr. 2, Gr. 6
March 22, 2019	Performance at the Arts Equity Summit held at Hibernian Hall	Gr. 6 student musicians
March 29, 2019	In-school performance during Friday school community gathering	Gr. 1 - 2
April 4, 2019	In-school performance of original compositions as part of Gr. 8 capstone project showcase	Various Gr. 8 student musicians
April 26, 2019	In-school performance during Friday school community gathering	K1 - K2
May 6, 2019	Performance at Conservatory Lab's groundbreaking ceremony for the facility at 395 Columbia Road	Gr. 7-8 winds, brass, and percussion student musicians
May 23, 2019	Performance for visitors to Conservatory Lab Charter School, including Grammy-award winning jazz artist Esperanza Spalding, Dean Williams (Harvard T. H. Chan School of Public Health), and Holly Bass (National Director, Turnaround Arts)	Gr. 7-8
May 31, 2019	In-school performance during Friday school community gathering	Gr. 1-2
June 5, 2019	Performances during professional video recordings of student compositions	Gr. 3-8
June 8, 2019	Whole School concerts held at Brooke High School	All Conservatory Lab students K1 - 8
June 13, 2019	Performances during the Gr. 4 original musical production, Ballad of Boston	Various Gr. 4 student musicians

Attachment 2 - 2018-2019 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources

Select Presentations at Professional Conferences

- Kathleen Jara (Resident Artist) and Brad Barrett (Resident Artist): Workshop presentation during The Sphinx Organization's SphinxConnect 2020 conference, January 21 - February 1, 2019 (Detroit, MI).
- Tess Plotkin : Contributing partner during Turnaround Arts' Summer Leadership Retreat, June 23 - 24, 2019 (Washington D.C.).

Select School Visitors, Technical Support, and Sharing Resources

- School Visitors
 - September 12, 2018 - MA Commissioner of Elementary and Secondary Education Jeffrey C. Riley met with Conservatory Lab teachers and school leaders, and observed K1 - Gr. 2 academic and music classes.
 - September 12, 2018 - Students from the Harvard Graduate School of Education enrolled in A310 Schools in Action observed Gr. 3-8 academic, music, and arts classes.
 - September 21, 2018 - David Hedgecoth, Assistant Professor of Music Education at the Ohio State University observed Gr. 3-8 music classes.
 - September 24, 2018 - The Education Committee of CLCS's Board of Trustees observed K1 - Gr. 2 academic, music, and arts classes.
 - October 1, 2018 - The Education Committee of CLCS's Board of Trustees observed Gr. 3-8 academic, music, and arts classes.
 - October 4, 2018 - Chris Fournier (Pioneer Valley Performing Arts Charter Public School) observed Gr. 3-8 music classes.
 - October 22, 2018 - Akanksha Bapna and Ambika Kaushik (researchers from India) met with school leaders and observed K1 - Gr. 8 music classes.
 - October 23, 2018 - Chris Wilkins and Arthur Rishi (Landmarks Orchestra) observed Gr. 3-8 music classes.
 - October 25, 2018 - Justin Johnson, Assistant Director of EOSE Operations for Berklee College of Music's City Music Boston program, observed K1 - Gr. 2 music classes.
 - October 26, 2018 - Libby Oehlein and Kristen Mitchell-Dick from Harvard Graduate School of Education's Deeper Learning for All observed K1 - Gr. 2 academic and music classes.
 - November 7, 2018 - Students from Boston's International Newcomers Academy (BINCA) visited K1 - Gr. 2 classes as part of their field experience for a dual enrollment course with Salem State University called "Exploring Education"
 - November 8, 2018 - Morgan Beckford, Chief Programming Officer at Community Music Center of Boston, observed Gr. 3-8 music classes.
 - November 19 - 20, 2018 - Paula Feynman, Framingham Public Schools District STEAM Coach, and a cohort of educators from the Framingham Public Schools observe Gr. 7-8 science celebrations of learning in order to observe best practices to institute project-based learning approach to science instruction.
 - November 28, 2018 - Patrice Meadows, School Founder of Atlanta SMART Academy, observed Gr. 3-8 academic and music classes, and met with school leaders in order to gather best practices for arts-infused schools.
 - December 3, 2018 - Marshunda Smith, cellist, conductor and Instrumental Music Teacher at the Waldorf School at Moraine Farm visits Gr. 3-8 music classes.
 - December 5, 2018 - Gr. 8 students met with their state legislators at the MA statehouse to discuss their projects on identity and the American dream.
 - December 6, 2018 - Jennifer Rathbun (Community Engagement and Partnerships Manager, Community Music of Boston) and Morgan Beckford observe Gr. 3-8 music classes.
 - December 12, 2018 - Derek Beckvold, Co-Founder and Director of Boston Symphony Orchestra's Teach to Learn, observed Gr. 3-8 music classes.

- December 17, 2018 - Jason Holmes, Director of Educational Programming, Boston Children’s Chorus, observed Gr. 3-8 music classes.
 - January 7, 2018 - Antonio Berdugo, Director of Orchestras at Noble and Greenough School, observes Gr. 3-8 music classes.
 - February 4, 2019 - Anja von Vacano, an arts educator from Germany, observed Gr. 3-8 music program.
 - February 6, 2019 - Karen Zorn (President, Longy School of Music) and Monique Van Willingham (Director of Music and Social Change Programs, Longy School of Music), as well as other visitors from Longy School of Music observed Gr. 3-8 music classes.
 - February 26, 2019 - Esperanza Spalding, Grammy-award winning jazz artist, met with school leaders and attended an in-school performance by Gr. 2 and Gr. 6 students.
 - March 5, 2019 - Jayshree Nayat, teacher at The Heritage School (India), met with school leaders, teachers, and observed K1 - Gr. 8 academic, music, and arts classes.
 - March 11, 2019 - Aaron Larget-Caplan, guitarist at the New Lullaby Project, observed Gr. 3-8 music classes.
 - March 13, 2019 - Valentina Paéz, Head of World Languages Department at The Winsor School visits Gr. 3-8 music classes.
 - March 15, 2019 - A cohort of 10 teachers from the Netherlands observed K1 - Gr. 8 academic, music and arts classes and met with school leaders and teachers.
 - March 19, 2019 - A cohort of 13 members of the Singapore Ministry of Education observe Gr. 3-8 academic, music and arts classes.
 - March 22, 2019 - The selection committee from the Boston Foundation’s Pozen Prize for Innovative Schools observe Gr. 3-8 academic and music classes and met with school leaders and teachers.
 - March 25, 2019 - Visitors from Kidznotes, an El Sistema music program in Durham, North Carolina observe K1 - Gr. 8 music classes.
 - March 27, 2019 - Eric Bethel, Principal of Turner Elementary School in Washington D.C. observed Gr. 3-8 academic and music classes, and met with school leaders, teachers, and resident artists.
 - April 4, 2019 - K1 teachers from Bridge Boston Charter School observed K1 academic and music classes, and met with school leaders, teachers, and resident artists.
 - April 5, 2019 - Arts and academic teachers from Newton Country Day School observed Gr. 3-8 music and academic classes and met with teachers.
 - May 23, 2019 - Esperanza Spalding (Grammy-award winning jazz artist), Holly Bass (National Director, Turnaround Arts), Dean Williams (Harvard T.H. Chan School of Public Health) met with school leaders and attended an in-school performance by Gr. 7-8 students.
 - May 29, 2019 - Representatives from the Boston Bridge to Equity and Achievement in Music (BEAM) Initiative including Rebecca Bogers (Dean and Director of the New England Conservatory Preparatory School), and Marshall Hughes (BEAM program manager) observe Gr. 3-8 music classes.
 - June 4, 2019 - Connie Cai, future Barnard College music student, observes K1 - Gr. 2 music classes.
 - June 5, 2019 - David Nelson (President, Massachusetts College of Art and Design) and Kimberly Nelson (Co-Chair, Education Committee of CLCS’s Board of Trustees) K1 - Gr. 8 academic, music, and arts classes and met with school leaders.
- Published Blog Posts on the Center for Artistry and Scholarship Website
 - “Hope y Esperanza” by Linda Nathan (CAS Executive Director)
 - Published Resources
 - [“Social Emotional Learning at Conservatory Lab Charter School”](#) Created for Conservatory Lab Charter School by the Center for Artistry and Scholarship

- Additional Dissemination Efforts, Technical Assistance, and Resource Sharing
 - Brad Barrett (Resident Artist): Workshop presenter and facilitator at the Center for Artistry and Scholarship's Perrone-Sizer Institute networking event, September 27, 2018
 - Amber Walsh (Gr. 5 Humanities Teacher): Contributor to "Borders to Bridges: Creativity-Based Immigration Curriculum Guidebook K-12." This guidebook is a compendium of interdisciplinary lesson plans that promote dialogue and learning in schools around the issues and topic of immigration, and features, and includes Ms. Walsh's Immigration Expedition lesson plan. The guidebook was created by Focus on Immigration Education and Stories Through the Arts FIESTA) with support from the Martha's Vineyard Vision Fellowship and will be piloted in Martha's Vineyard Public Schools K-12 this fall.
 - Tess Plotkin: Visitor to Turner Elementary School in Washington D.C., sharing about the Conservatory Lab model, April 3, 2019.
 - Nicole Mack (Principal): Founding member and participant in Principals for Equity, Innovation, and Excellence (aka The Group) professional development group comprised of both public school and charter school principals from schools in the Greater Boston Area. This group of principals has a regular meeting and school-visit rotation during which they conduct structured school visits, and share feedback and best practices. The Group is co-facilitated by the CAS Executive Director.
 - Alex Ramos (Resident Artist) and Josh Garver (Resident Artist): Fellowship through the Massachusetts Cultural Council's (MCC) Music Educators/Teaching Artists (META) Fellowship program, including multiple presentations to MCC members, executive directors and administrators from arts organizations across the state, and other fellowship cohort members.
 - Year-long student teacher residencies in grades 2, 4, and 7 in partnership with UMASS Boston.
 - Pre-practicum student teacher residency in grade 3, with a student from Merrimack College.
 - Josh Garver (Resident Artist): Throughout the school year hosted students from Dr. Josef Hanson's String Techniques class at UMASS Boston for multiple observations of Gr. 1 strings classes.
 - Center for Artistry and Scholarship Leadership Development and School Design Consultations: The Center for Artistry and Scholarship's work in developing and supporting emerging leaders and arts-immersed schools are further opportunities to share Conservatory Lab practices. CAS also consults with school designers and school leaders across the nation in developing and refining their visions for arts-immersed schools. In this work, best practices and lessons learned from Conservatory Lab as a project-based learning and arts-immersed school help to guide other leaders as they think about ways to lead their schools and move their visions for education forward.
 - Taheera Massey (Participant, Cohort 3 of the Center for Artistry and Scholarship's Perrone-Sizer Institute for Creative Leadership): The Perrone-Sizer Institute's (PSI) mission is to develop creative, innovative, and adaptive leaders who integrate education, artistic and community-based resources to transform the lives of youth and families from diverse backgrounds. Through PSI, Conservatory Lab staff, who are emerging leaders, are supported as they learn to reflect on and share their practice as educators, artists, and leaders with their cohort and network.