



## **Annual Report 2016 – 2017**

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**Introduction to the School**

<b><i>Name of School: Conservatory Lab Charter School</i></b>			
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)	NA
Year Opened	1999	Year(s) the Charter was Renewed (if applicable)	2004, 2009, 2014
Maximum Enrollment	444	Current Enrollment	450 on October 1, 2016
Chartered Grade Span	Pre-K to Grade 8	Current Grade Span	Pre-K to Grade 8
Number of Instructional Days per School Year	190	Students on Waitlist	585 as of March 10th, 2017
School Hours	Pre-K - 5: 7:15 AM - 3:45 PM Grade 6 - 8: 7:50 AM - 3:35 PM	Age of School as of 2016-2017 School Year	18 years
<p><b>Mission Statement</b>            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,

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

This year, we have taken our spirit of collaboration one step further with the initiation of our partnership with the Center for Artistry and Scholarship. The Center is a nonprofit that promotes the development of arts immersed school like ours, their founders, their teachers, their leaders and the deep engagement with their school community.

Our performances represent a culmination of what we do at Conservatory Lab Charter School every day and what we aspire to bring forth to the world. Dissemination has always been a signature fixture of Conservatory Lab's mission. Now, through our partnership with the Center, we can not only disseminate our curriculum, we can create a true exchange of ideas between our organization and the many other organizations and individuals in Boston and elsewhere.

Sincerely yours,

Gary Gut  
Chair, Conservatory Lab Charter School

## 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 innovative model that features two interrelated curricula programs: El Sistema and EL Education (formerly 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 K-8 school in the country to offer El Sistema music instruction within the school day to every one of its 444 students. Now in its seventh year, our El Sistema program has expanded to include seven full orchestras, three wind ensembles and a percussion ensemble, music literacy, choral music and instrumental technique classes with Resident Artists. In K1 and K2, students are immersed in a pre-orchestral early childhood program. In first grade, students begin with the construction of a papier-mache orchestra and move to a stringed instrument. Flute, clarinet, trumpet, trombone, and percussion are offered as students progress from grades 4 and up. With at least sixty minutes of daily music instruction by a group of talented and professionally trained resident artists and interns from local conservatories and universities, 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 three years, and public gathering spaces like the Hatch Shell on the Esplanade, Sanders Theatre, the Longy School of Music, the Boston Public Library 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.

As an EL Education 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 eighth year as an EL Education school, Conservatory Lab believes that EL Education invigorates instructional practices by supporting standards-based curriculum that is both rigorous and joyful, and an inquiry-based pedagogy that puts students at the center of their own learning.

**Learning Expeditions:** Interdisciplinary studies, called learning expeditions, are the hallmark 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 Common Core state standards, and integrate social studies, science, English language arts (ELA), math, music and art. 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, or investigating the role of African American spirituals as a form of resistance to slavery.

**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, Broadmoor Wildlife Sanctuary, Plimoth Plantation, The Boston Globe, Boston Nature Center, Museum of Fine Arts, Waltham Fields Community Farm, Museum of Science, and the Peabody Essex Museum.

**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 are book publishing events, others include interactive learning stations and musical performances, while others feature art gallery openings or dramatic plays. Examples of student products and projects can be found on our [website](#).

#### Amendments to the Charter

Date	Amendment Requested	Pending or Approved?
7/2016	Change in student schedule for middle school students	Approved

#### Dissemination Efforts

A major new dissemination initiative by the Conservatory Lab Charter School is collaborating with a new nonprofit, the Center for Artistry and Scholarship (CAS). Led by Linda Nathan, CAS provides several services to CLCS, including providing technical assistance to the board, supporting the school's principal and chief operating officer, and disseminating best practices developed at Conservatory Lab to Boston and beyond. Some of the work conducted by CLCS in collaboration with CAS is reflected in the chart below. We expect this dissemination work by CAS to expand in future years. A more extensive list of dissemination activities can be found in Appendix 2.

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
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Leveraging content literacy to motivate and engage students in reading and writing	Massachusetts Dissemination Fair	Curriculum Specialist	Curriculum	The DESE Dissemination Fair was attended by more than 200 educators from across the state.	The overwhelming majority of attendees who filled out a survey said that they had learned something that they could implement at their school.
EI Sistema practices	Student practices and final concerts with the Lawrence Public Schools	Director of Community Engagement for EI Sistema	Mission and Key Design Elements	CLCS staff led instruction with Lawrence Public School middle and high school students who have been practicing EI Sistema	Lawrence District Music Concert (February 16, 2017) and Lawrence High School 9th Grade Academy (9GA) Concert (May 17, 2017)
Strengthening executive functioning skills	Panelists at 32nd Annual Learning Differences Conference at Harvard Graduate School of Education	Coordinator of Professional Learning and Assistant Director of Student and Family Services	Social, Emotional, Health Needs	Attendees of the 32nd Annual Learning Differences Conference	CLCS staff served as panelists at the 32nd Annual Learning Differences Conference focused on Neurodiversity in 21st century Classrooms: Executive Function, Attention, and Emotion, from March 10-11th, 2016 at the Harvard Graduate School of Education
School model	Visits to CLCS by many schools, principals and organizations	Executive Director of the Center for Artistry and Scholarship	Mission and Key Design Elements	Teachers from West Tisbury School on Martha's Vineyard, Principals for Equity, Innovation and Excellence EL Leadership Conference, Harvard Graduate School of Education, Champlain Park High School in Minnesota,	Every visitor has expressed their appreciation and gratitude for the time and attention.

				Oakland School Design Lab	
School Model	Blog Posts on Center for Artistry and Scholarship website	Executive Director for the Center for Artistry and Scholarship (CAS) and CLCS staff	Mission and Key Design Elements	Online with the greater public	There were a number of blog posts published by CLCS staff on the CAS website, including <i>The Balcony and the Dance Floor</i> , <i>What is Expeditionary Learning?</i> , <i>Art-Integration as a Lever for Engagement in Science Class</i> , <i>Pre-Text in 7th Grade</i> , <i>Social Emotional Learning by Design: The Conservatory Model</i>
Developing the EI Sistema model	Center for Artistry and Scholarship website	Executive Director for CAS and CLCS EI Sistema staff	Mission and Key Design Elements	Online with greater public and shared with other EI Sistema schools	Published <i>The Journey of El Sistema at Conservatory Lab Charter School: Lessons Learned and Guiding Questions</i>
Curriculum Resources for grades K1 - 7	CLCS website	Curriculum specialist and teachers	Curriculum	Online with the greater public	Every expedition has an overview, guiding questions, documentation, student work & products and resources. Examples include <i>The Life of a Computer</i> , <i>Saving Savin Hill Cove</i> , and <i>Portrait of an Artist</i>
School model	Opened the school up to be examined as part of several research projects	Executive Director for CAS and CLCS staff	Assessment and Program Evaluation	WolfBrown and Longy School of Music; Department of Psychology at Boston College	Research Symposium on October 5th, 2016 for CLCS staff and community members on the research to date on music literacy, social emotional learning, and executive function. Additionally, we are waiting for the results of these multi-year studies.
School model and best practices	Principals for Equity, Innovation, and Excellence professional development group comprised of both public school and charter school	Executive Director for CAS, CLCS Principal	School Leadership	Principals from Boston Public Schools, Cambridge Public Schools, Waltham Public Schools, and charter schools	The professional development group will continue to meet regularly during the 2017-2018 school year and will seek to add new members to the group.

	principals from schools in the Greater Boston Area				
Role of music in literacy development and neurbiology	Guest speaker event hosted at CLCS	Executive Director for CAS, Jennifer Zuk, Ed. M and doctoral candidate at Harvard University	Mission and Key Design Elements	CLCS Resident Artists and selected community members	Staff and community members were invited to the guest speaker event on November 2nd, 2016 at CLCS.
Access and Equity in Schools	Workshop/presentation at the Elevating and Celebrating Effective Teaching and Teachers (ECEt2) conference on Culturally Responsive Teaching	Executive Director for CAS, CLCS Director of Student and Family Services	Access and Equity	Educators from the Boston area and beyond who attended the ECEt2 conference	At the ECEt2 Conference on March 11th, 2017 at the Lilla G. Frederick Pilot School in Boston, Executive Director for CAS and CLCS Director of Student and Family Services delivered one of the keynote presentations on race and equity in Boston schools.
Creative Leadership Development	Perrone-Sizer Institute for Creative Leadership program	Executive Director for CAS, CLCS Director of Student and Family Services, CLCS Director of El Sistema, CLCS Coordinator of Special Education	School Leadership	Educators and emerging leaders from various schools and educational organizations in Boston, Cambridge, and Hudson.	CLCS's Director of El Sistema and Coordinator of Special Education presented their final capstones and graduated from the program in June 29th 2017. Their capstones focused on developing a partnership between their home organization and a community organization to solve a dilemma facing their organization.

## Academic Program Success

### Student Performance

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

CLCS conducted several interim assessments in the 2016-2017 school year and found progress with our students. In grades K2 through 2nd Grade we conducted Fountas and Pinnell Benchmarking System assessments. These assessments found that 76% of K2 students were reading at or above benchmark (46% above benchmark), 64% of 1st graders were reading at or above benchmark (51% above benchmark), and 94% of 2nd graders were at or above benchmark (76% above reading benchmark).

In addition, CLCS used STAR assessments for ELA and math in grades 2nd - 8th grade. In math, students in 4 out of 7 grades made more than a year of growth in grade level equivalency (the average growth in 4th grade was 1.5 years and in 6th grade it was 1.6 years). In English language arts, students in 4 out of 7 grades made more than a year of growth in grade level equivalency (the average growth in 4th grade was 1.3 years).

### Program Delivery

First, CLCS reorganized their academic leadership to improve its academic program. Three new positions were created: a Director of El Sistema, a Director of Curriculum and Instruction and a Director of Professional Learning. The Director of El Sistema was filled by a long-time CLCS resident artist and the other positions were filled by experienced public school educators. Based on this success, CLCS is adding two additional Directors of Curriculum and Instruction for the 2017-18 school year to focus on STEM and early childhood education.

Second, CLCS adjusted the student schedule to add more opportunities for intervention and station-based teaching. An intervention block was added to the middle school schedule to support students in their area of greatest need. Some students also participated in a vacation week math academic program during April break for small group math tutoring provided by CLCS teachers..

Third, additional curriculum resources and assessments that were aligned with state standards were used in classrooms for the 2016-17 school year. These included consistent use of EL ELA modules across grades 3-8, guided reading materials, ST Math, and Reflex Math. CLCS teachers continued to use Achievement Network assessments and introduced STAR and Fountas and Pinnell assessments. Preliminary results from these assessments were mentioned above.

We are aware of the revisions to state standards and below is our implementation plan for how we will revise our curricula.

### New Curriculum Framework Implementation

Subject	Process	Timeline
Math 2017	Director of Instruction for Math and Science under the direction of the Principal will facilitate curriculum overview with the Instructional Leadership Team (ILT).	<p><b>Sept-Dec:</b> Identify missing areas of curriculum and draft implementation plan</p> <p><b>Jan-June:</b> Pilot implementation plan</p> <p><b>June-Aug:</b> Finalize new curriculum maps</p> <p><b>September 2018:</b> Implement</p>

		new curriculum maps with updated math standards
ELA 2017	Director of Instruction for Humanities under the direction of the Principal will facilitate curriculum overview with the ILT.	<p><b>Sept-Dec 2017:</b> Identify missing areas of curriculum and draft implementation plan</p> <p><b>Jan-June 2017:</b> Pilot implementation plan</p> <p><b>June-Aug:</b> Finalize new curriculum maps</p> <p><b>September 2018:</b> Implementat new curriculum maps with updated math standards</p>
Science 2016	<ul style="list-style-type: none"> <li>● <b>Sept 2016--2017:</b> Review of current science units and curriculum tools to identify gaps in accordance with the new standards</li> </ul> <p><b>SY 2017-2018:</b></p> <ul style="list-style-type: none"> <li>● Development of Director of Science and Math position to lead transition to new standards</li> <li>● The Director of Curriculum and Instruction for Science and Math, under the direction of the Principal will facilitate the ILT in reviewing and updating current curriculum, units and identifying new materials</li> <li>● Partner with Project Lead the Way (PLTW) to support science practice standards</li> <li>● Develop new scope and sequence</li> <li>● Conduct curriculum review to identify new curriculum tools and materials</li> </ul>	<p><b>July 2017:</b> PLTW training for Director of Curriculum for Science and Math and selected teacher leader</p> <p><b>Sept-June 2017:</b> Implementation of PLTW</p> <p><b>Nov 2017-Apr 2018:</b> Curriculum review</p> <p><b>May 2018:</b> Finalize new curriculum materials</p> <p><b>April-August 2018:</b> Finalize updated scope and sequence</p> <p><b>August 2018:</b> Begin training on new science curriculum</p> <p><b>Sept 2018- January 2019:</b> Ongoing training for new science curriculum</p>

**Social, Emotional and Health Needs**

As an expeditionary learning school, our support for students’ social and emotional needs is based on the principles of “Crew”. At Conservatory Lab, Crew takes shape in the form of regular community meetings for pre-K - 5th grades, and a daily advisory period for middle school. Crew allows for relationship building, mentoring and character development. We are all part of a crew, working together. In the 2016-17 school year, we put an additional effort into reinvigorating this part of our model. For example, we introduced community meetings by grade span.

We introduced zones of regulation, a systematic, cognitive behavior approach to teach self-regulation. This curriculum provides strategies to teach students to become more aware of and how to control their emotions and impulses. We used this model in our lower school for pre-kindergarten through 2nd grade.

Teachers used Open Circle and Overcoming Obstacles SEL curriculums as curriculum tools for CREW. Students who required additional support worked with counselors individually or in small groups.

Next year are also launching two partnerships to improve social and emotional supports. First, we are partnering with Partners in Education and Resilience (PEAR) as a model demonstration school, in partnership with the Massachusetts Charter School Association, to begin creating a program for a universal tiered system of social emotional supports. Second, we are partnering with the Boston Children’s Hospital to develop teachers skills and strategies to support students with a history of trauma.

## Organizational Viability

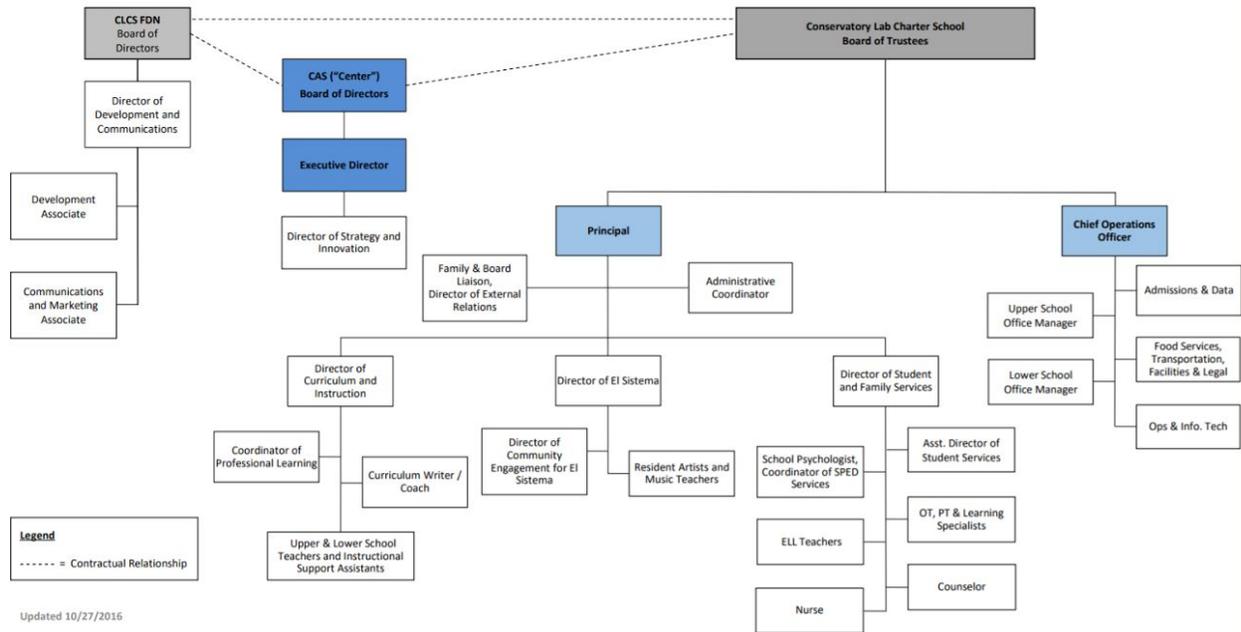
### **Organizational Structure of the School**

At the beginning of the 2016-17 school year, Conservatory Lab Charter School changed the leadership structure of the school, moving from a Head of School model, to a co-leader model where 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. As part of the service agreement, the Center supports the CLCS Board in its evaluation of the Principal and Chief Operating Officer. Conservatory Lab hired Nicole Mack, an experienced Boston Public School administrator and principal, as the principal of Conservatory Lab. John Chistolini continued to serve as the Chief Operating Officer of Conservatory Lab, providing consistent leadership during this leadership transition.

In addition, Conservatory Lab has a service agreement with the nonprofit Center for Artistry and Scholarship to provide technical assistance to the board, support the principal and chief operating officer, and disseminate best practices to Boston and beyond. The Center for Artistry and Scholarship is led by Dr. Linda Nathan, an experienced Boston arts school principal.

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.

**CLCS 2016-2017 Organizational Chart**



Updated 10/27/2016

### Teacher Evaluation

This year, we added additional class benchmark growth measures to the teacher evaluation rubric. Using internal benchmarks (including Fountas and Pinnell, Achievement Network ELA and Math, and in-house math assessments) we compared students' starting performance in September to their ending performance in June and calculated the grade-level growth made.

**Budget and Finance**

A.)

<b>CONSERVATORY LAB CHARTER SCHOOL            UNAUDITED STATEMENTS OF REVENUES, EXPENSES            AND CHANGES IN NET POSITION            YEAR ENDED JUNE 30, 2017</b>				
<b>OPERATING REVENUES</b>				
	Tuition			6,976,689
	State grants			5,732
	Federal grants			271,101
	Food service			300,194
	Parent paid fees/other income			54,507
		<b>TOTAL OPERATING REVENUE</b>		<b>7,608,223</b>
<b>OPERATING EXPENSES</b>				
	Contributions			
	Salaries - instructors			3,339,849
	Salaries - administrative			575,267
	Payroll taxes			162,893
	Fringe Benefits			219,994
	Other non-salary compensation			-
	Transportation			-
	Rent			1,017,134
	Facilities maintenance			236,009
	Utilities			27,516
	Textbooks and materials			28,679
	Educational supplies and activities			87,361
	Music equipment and supplies			91,630
	Classroom computers and equipment			83,179
	Professional fees			530,847
	Advertising and fundraising			250,687
	Staff recruiting			9,536
	Office computers and equipment			61,312
	Office supplies and expense			112,037
	Insurance			22,263
	Food service program			309,447
	Conferences and training			21,707
	Depreciation and amortization			57,492
		<b>TOTAL OPERATING EXPENSE</b>		<b>7,244,840</b>
		<b>OPERATING INCOME</b>		<b>363,383</b>

B.)

<b>CONSERVATORY LAB CHARTER SCHOOL</b>				
<b>UNAUDITED STATEMENTS OF NET POSITION</b>				
<b>JUNE 30, 2017</b>				
<b>ASSETS</b>				
<b>CURRENT ASSETS</b>				
	Cash and Cash Equivalents			1,639,187
	Accounts and other receivables			28,644
	Grants receivable			-
	Due from Related Entity			23,913
	Unconditional promises to give			-
	Marketable securities			-
	Prepaid expenses			150,857
		TOTAL CURRENT ASSETS		1,842,599
<b>NON-CURRENT ASSETS</b>				
	Capital Assets, net			306,771
	Security deposit			-
		TOTAL NON-CURRENT ASSETS		306,771
		TOTAL ASSETS		2,149,370
<b>LIABILITIES AND NET POSITION</b>				
<b>CURRENT LIABILITIES</b>				
	Accounts payable			8,982
	Accrued expenses			-
	Accrued payroll and payroll taxes			329,265
	Prepaid rent			-
	Due to Related Party			808
		TOTAL CURRENT LIABILITIES		339,056
<b>NET POSITION</b>				
	Invested in capital assets, net of related debt			90,336
	Temporarily restricted			
	Permanently restricted			
	Unrestricted			1,719,978
		TOTAL NET POSITION		1,810,314
		TOTAL LIABILITIES AND NET POSITION		2,149,370

C.)

<b>CONSERVATORY LAB CHARTER SCHOOL            STATEMENTS OF REVENUES, EXPENSES            AND CHANGES IN NET POSITION            BUDGET FOR FISCAL YEAR 2018            APPROVED ON JUNE 20, 2017</b>						
OPERATING REVENUES						
	Tuition					6,884,220
	Entitlement grants					276,438
	Food service					286,664
	Other income					376,877
		TOTAL OPERATING REVENUE				7,824,199
OPERATING EXPENSES						
	Salaries					4,332,489
	Payroll taxes					168,959
	Fringe Benefits					269,335
	Program Expenses					473,715
	Administrative Expenses					896,406
	Facilities Expenses					915,498.00
		TOTAL OPERATING EXPENSE				7,056,402
		OPERATING DEFICIT				767,797

**D.) Capital Plan for Fiscal Year 2018**

Conservatory Lab Charter School does not have a formal capital plan but, after purchasing 133 Hancock Street for our lower school, is in the process of seeking a permanent location to house either the upper school or the entire school through either renovation or building a new school. CLCS currently leases space from Carney Hospital in Dorchester to Grades 3 through 8. This is not a permanent location and CLCS will need to find a permanent location in the coming years.

After purchasing 133 Hancock Street, CLCS made a number of renovations to the site, including installing a new playground.

**Appendix A**  
**Accountability Plan Evidence 2016 - 2017**

**Faithfulness to Charter**

	<b>2016-2017 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective:</b> Conservatory Lab will effectively support musical achievement for all students		
<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, 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: <i>2016-17 List of Select Student Performances</i>
<b>Measure:</b> After two full years of music education, students will achieve proficiency at their level in their instrument.	<b>Met</b>	82% of CLCS students in grades K - 8 met or exceeded the Music Literacy Skills Test (MLST) by the Center for Music in Education (CIME) in the Spring of 2017 (88% of K-6 students met or exceeded the MLST benchmarks). <a href="https://www.researchgate.net/publication/318323145_Conservatory_Lab_Charter_School_Analysis_of_Music_Literacy_Skills_Test_Results_and_Future_Recommendations_2016-2017_school_year">https://www.researchgate.net/publication/318323145_Conservatory_Lab_Charter_School_Analysis_of_Music_Literacy_Skills_Test_Results_and_Future_Recommendations_2016-2017_school_year</a>
<b>Objective:</b> 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>Measure:</b> 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.	<b>Met</b>	See Dissemination Report (above), Attachment 1: 2016 - 2017 List of Select Student Performances, and Attachment 2: 2016 - 2017 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources

<p><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.</p>	<p><b>Met</b></p>	<p>CLCS put example expeditions on the CLCS <a href="#">website</a> for grades K1 - 7 to share with others. These include an overview of the expedition, guiding questions, documentation, student work and products, and resources.</p>
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**Academic Program Success**

	<p><b>2016-2017 Performance (Met/Partially Met/Not Met)</b></p>	<p><b>Evidence</b> (include detailed evidence with supporting data or examples)</p>
<p><b>Objective:</b> Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students</p>		
<p><b>Measure:</b> Grade levels will achieve 70% advanced and proficiency scores on PARCC exam.</p>	<p><b>Not Met for SY16, awaiting results for SY17</b></p>	<p>CLCS grade levels did not meet the 70% advanced and proficiency score targets in the 2015-16 school year. We are awaiting scores for the 2016-17 school year results.</p>
<p><b>Measure:</b> The median PARCC student growth percentile (SGP) score for ELA will increase by 10%.</p>	<p><b>Partially Met for SY16, awaiting results for SY17</b></p>	<p>CLCS did not increase ELA SGP by 10% in SY16 except for Grade 4 (SY15: 43, SY16: 52, increase of 9 points, 21%). We are awaiting scores for the 2016-17 school year results.</p>
<p><b>Measure:</b> Using the school's internal assessments, 85% of students will make at least one year's growth in ELA and mathematics.</p>	<p><b>Partially Met</b></p>	<p>Using the STAR assessments, the average growth in math was 0.9 years of growth for 2nd grade, 0.9 years of growth for 3rd grade, 1.5 years of growth for 4th grade, 1.1 years of growth for 5th grade, 1.6 years of growth for 6th grade, 0.5 years of growth for 7th grade, and 1.1 years of growth for 8th grade.</p> <p>Using the STAR assessments, the average growth in ELA was 1.1 years of growth in 2nd grade, 1.2 years of growth in 3rd grade, 1.3 years of growth in 4th grade, 0.9 years of growth in 5th grade, 1.1</p>

		<p>years of growth in 6th grade, 0.2 years of growth in 7th grade, and 0.5 years of growth in 8th grade.</p> <p>In addition, using the Fountas and Pinnell Benchmarking System, 78% of students are reading at or above grade level for K2 - 2nd grade.</p>
<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.</p>	<p><b>Partially Met</b></p>	<p>In the 2016-17 school year, Conservatory Lab used the ELA interim assessments to assess student writing skills, as we thought it was a better measure than the older writing assessment. See above for student performance in the 2016-17 school year. For the 2017-18 school year, CLCS will be using a new writing assessment.</p>
<p><b>Measure:</b> 100% of 8th grade students will complete a project-based presentation sharing their culminating experience at CLCS, which meets proficiency or above according to performance rubric.</p>	<p><b>Met</b></p>	<p>All 8th graders made presentations that met or exceeded proficiency according to a performance rubric.</p>
<p><b>Measure:</b> All students at every grade level will participate in two interdisciplinary, project-based units the promote deep learning</p>	<p><b>Met</b></p>	<p>All 8th graders made presentations that met or exceeded proficiency according to a performance rubric.</p>
<p><b>Objective:</b> Conservatory Lab will increase the proficiency scores of at risk groups by 10%.</p>		
<p><b>Measure:</b> The identified group of special education will increase its PARCC proficiency scores by 10% school-wide.</p>	<p><b>Not Met for SY16, awaiting results for SY17</b></p>	<p>CLCS students with disabilities did not meet its PARCC proficiency targets in the 2015-16 school year. We are awaiting scores for the 2016-17 school year results.</p>
<p><b>Measure:</b> The identified group of Hispanic boys will increase ELA PARCC proficiency scores by 10% school-wide.</p>	<p><b>Not Met for SY16, awaiting results for SY17</b></p>	<p>CLCS Hispanic boys did not meet its PARCC proficiency targets in the 2015-16 school year. We are awaiting scores for the 2016-17 school year results.</p>

**Appendix B  
Recruitment Plan 2016 - 2017**

School Name: Conservatory Lab Charter School

**2016-2017 Implementation Summary:**

This year, Conservatory Lab continued to recruit a diverse student population. 89% of students identified as non-Caucasian; slightly over 60% of students qualified for free or reduced-price lunch; approximately 15% of our students had limited English proficiency; and approximately 14% were on an IEP or 504 plans.

To recruit a diverse student body, we joined the Boston Charter Schools Common Application process. Under the Common application process which is entirely online, families are able to select multiple charter schools with one application. We set up a registration kiosk at the Upper School so that families could submit applications to the online charter application if they didn't have internet access at home. This year at the Annual Charter School Showcase we had student ambassadors answer questions of interested students and parents. Given our new Building on Hancock Street in Dorchester we targeted our recruitment efforts this past year on community organizations in Dorchester, Roxbury, and Mattapan.

In addition to joining the Boston Charter Schools application 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 shared enrollment material with the Boston Housing Authority, as well as local Head Start programs, the Kroc Center, the Salvation Army, the YMCA, and the Haitian Multi-Service Center, and initiated a number of face-to-face meetings at these organizations. We also met with the Vietnamese Community Center representatives. 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 to offer the application in the languages that all families use, including Spanish, Portuguese, Haitian Creole, 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 ongoing informational tours, as well as monthly Open Houses to prospective applicants.

**Describe the school's general recruitment activities, i.e. those intended to reach all students.**

**General Recruitment Activities for 2017-2018:**

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. Participate in the annual citywide Charter School Showcase and maintain a computer kiosk for parents at the upper school.
6. 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.
7. 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 Family Liaison, families, board members, staff members, and resident artists have proven to be an effective approach to communicate the launch of our application cycle.
8. Update the Conservatory Lab website link on the Boston Public Schools website pages.
9. Work with the Family Action Network (formerly the Parent Advisory Council) and ask families to help with advertising the admissions process and promoting the school in their communities by sharing flyers through interpersonal communication.
10. 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.
11. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the fall of 2017 (before the admissions lottery) and disseminate admissions materials at each event.
12. 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.
13. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective families.
14. Place copies of our application and admissions materials at Boston Public Schools (BPS) Welcome Centers in Dorchester, Roxbury, Mattapan, East Boston, and Roslindale.
15. 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.

**Recruitment Plan –Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<b>(a) CHART data</b>	<b>(b) 2016-2017 Strategies</b>
<p><b>School percentage:</b> 12%</p> <p><b>GNT percentage:</b> 11.2%</p> <p><b>CI percentage:</b> 14.5%</p> <p>The school is <u>above</u> GNT percentages and below CI percentages</p>	<p><b>X</b> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. Bring at least one member of our Student Support Team, Director of Student and Family Services, and representatives from the school’s SPEDPAC (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, community centers (Kroc Center, Boston Public Schools 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> <li>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.</li> <li>6. 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.</li> <li>7. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab.</li> <li>8. Work with Head Start programs in Roxbury, Dorchester, and Mattapan to set up face-to-face meetings between Conservatory Lab staff and families of student with special needs.</li> </ol>

	<p>9. 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.</p> <p><i>*During the 2016-2017 school year, the SEPAC (Special Education Parent Advisory Council) was re-named the SPED-FAN (Special Education Family Action Network)</i></p> <p><i>**During the 2016-2017 school year, Conservatory Lab's Student Support Team was re-named the Office of Student and Family Services.</i></p> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/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> <p>For the 2016-2017 school year, Conservatory Lab met the GNT. In order to continue progressing toward the 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.</p>
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**Limited English-proficient students/English learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 10.4%</p> <p><b>GNT percentage:</b> 21%</p> <p><b>CI percentage:</b> 24.5%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese.</li> <li>4. Have bilingual staff available during the open houses and information sessions, as well as school admissions tours throughout the year.</li> <li>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</li> </ol>
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	<p>the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and VietAID.</p> <p>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.</p> <p>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.</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>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.</p> <p>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.</p> <p>11. Provide application and admissions materials to the Cape Verdean Family Nurturing Program in Dorchester.</p>
	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><b>X</b> Did not meet GNT/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> <p>For the 2017-2018 school year and continuing through the following 2 years, Conservatory Lab Charter School will take the following action to further engage with communities with bilingual needs and/or limited English proficiency:</p> <ol style="list-style-type: none"> <li>1. Make a concerted effort to recruit and hire staff who are multilingual</li> <li>2. Expand community engagement efforts for concerts/performances by inviting diverse community members from neighborhoods around</li> </ol>

	<p>the school sites which include Haitian, Vietnamese, and Portuguese residents.</p> <p>3. 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</p> <p>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.</p>
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**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<b>(a) CHART data</b>	<b>(b) 2016-2017 Strategies</b>
<p><b>School percentage:</b> 42.4%</p> <p><b>GNT percentage:</b> N/A</p> <p><b>CI percentage:</b> 48.8%</p> <p>The school is <u>N/A</u> GNT percentages and below CI percentages</p>	<p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Make applications and admission materials available to facilities that serve low-income families, such as the YMCA, and the Boys and Girls Clubs.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><b>X</b> Did not meet GNT/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> <p>For the 2017-2018 school year and continuing through the following 2 years, Conservatory Lab Charter School will take the following action to further engage with:</p> <ol style="list-style-type: none"> <li>1. Distribute recruitment materials at local cultural events, such as “Groovin’ in the Grove” in the Grove Hall neighborhood of Dorchester.</li> <li>2. Utilize Conservatory Lab’s Office of Student and Family Services to expand efforts to enroll eligible families in state assistance programs</li> <li>3. Recruit rising sixth graders from local elementary schools with high levels of economically disadvantaged students.</li> <li>4. 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.</li> </ol> <p>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.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <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 through middle school 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>4. 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> <li>5. Provide application and admissions materials in Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese to neighborhood branches of</li> </ol>

	the Boston Public Library, including the Uphams Corner and Fields Corner branches in Dorchester and the Mattapan branch.
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <p>1. Make our admissions application and materials available to programs that service at-risk youth throughout the city.</p> <p>2. 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;"><b>(f) 2016-2017 Strategies</b></p> <p>1. The school'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> <p>2. Provide admissions applications and materials to Department of Children and Families.</p>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <p>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.</p> <p>2. Include music and art electives for middle school students.</p>

**Retention Plan  
2017-2018**

**Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2016-2017 Retention Plan.**

**2016-2017 Implementation Summary:**

This year, our retention rate decreased from 88% in 2015-2016 to 78.1%. As noted in last year's report, this year, Conservatory Lab's PreK - 1st grade classes moved from Brighton to our new Pre-K - 2nd grade location in Dorchester at 133 Hancock Street. Our relocation resulted in a loss of some of our families concerned about the length of commute between their homes and our new Dorchester site. Our ongoing recruitment strategies and efforts have focused on the surrounding neighborhoods of Dorchester, Roxbury and Mattapan to bring us closer to our retention goal.

Our unique, child-centered music and academic programs—El Sistema and Expeditionary Learning—continued to create a school environment that promoted deep engagement in learning. Our El Sistema program provides 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 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 proudly present 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 Language Learners, as well as their families, feel comfortable at our school and are aware of their learning progress. Students who need extra support were provided intervention strategies, such as computer-assisted instruction, and small-group instruction. The Office of Student and Family Services 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.

**Do not repeat strategies.** Each group should have its own set of specific and deliberate strategies.

Overall Student Retention Goal	
<b>Annual goal for student retention (percentage):</b>	85%

**Retention Plan –Strategies**  
**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

(a) CHART data	(b) 2016-2017 Strategies
<p><b>School percentage:</b> 28.3%</p> <p><b>Third Quartile:</b> 18.2%</p> <p>The school is above third quartile percentages.</p>	<p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. Employ a Director of Student Services 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.</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 SPED-FAN.*</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> <li>6. Systematically and explicitly teach social-emotional learning skills across all grade levels.</li> <li>7. Organize informational sessions and workshops about our programs and curriculum for families of students with special needs. Interpreters and childcare will be provided.</li> </ol> <p><i>*During the 2016-2017 school year, the SEPAC (Special Education Parent Advisory Council) was re-named the SPED-FAN (Special Education Family Action Network)</i></p>

	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><b>X</b> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>During the 2017-2018 school year, Conservatory Lab Charter School will:</p> <ol style="list-style-type: none"> <li>1. Utilize small group guided reading in all classrooms K2-grade 8.</li> <li>2. Add Reading Recovery program to support struggling grade one students.</li> <li>3. Expand the use of station based teaching in mathematics.</li> <li>4. Implement regular data review meetings to identify strategies to support students with lagging skills and provide family updates as new strategies are implemented.</li> <li>5. Develop consistent family communication plan to provide more opportunities for collaboration.</li> <li>6. Provide intentional transition planning between school years for families and students with special needs or disabilities</li> <li>7. Re-structure family programming to support the diversity of our students' academic and social emotional needs</li> </ol>
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**Limited English-proficient students/English learners**  
 Limited English-proficient students

<p style="text-align: center;"><b>(a) CHART data</b></p> <p><b>School percentage:</b> 22.0%</p> <p><b>Third Quartile:</b> 18.8%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>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.*</li> <li>2. Continue to employ teachers, musicians, and staff with second language fluency.</li> <li>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.</li> <li>4. Organize informational sessions and workshops for families of English Language Learners about our programs and curriculum. Interpreters and childcare will be provided.</li> </ol> <p>*During the 2016-2017 school year, Conservatory Lab re-organized the structure of the Office of Student and Family Services to provide more inclusive supports to all diverse leaders, including but not limited to English Language Learners</p>
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	<p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><b>X</b> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>During the 2017-2018 school year, Conservatory Lab Charter School will:</p> <ol style="list-style-type: none"> <li>1. Develop consistent system to coordinate interpretation for family conferences</li> <li>2. Increase ESL teachers to employ two full time ESL teachers: one at the lower school or one at the upper school.</li> <li>3. Utilize computer based text to speech software provide greater access to grade level content.</li> <li>4. Provide specific reading interventions to students reading below grade level.</li> <li>5. Provide time and space for students to share their languages and cultures with one another through social groups and curriculum</li> <li>6. Develop a new format for outreach for the regular Family Action Network meetings</li> </ol>
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**Students eligible for free or reduced lunch (low income/economically disadvantaged)**

<p style="text-align: center;"><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b> 12.8%</p> <p><b>Third Quartile:</b> 19.6%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2016-2017 Strategies</b></p> <p><b>X</b> Below median and third quartile: no enhanced/additional strategies needed</p> <ol style="list-style-type: none"> <li>1. Continue to offer free and reduced-price breakfast and snacks, and free and reduced price lunch to qualifying families.</li> <li>2. Provide free bus transportation to qualifying families, as well as free MBTA passes to middle school students.</li> <li>3. Continue to distribute free uniforms to students from low-income families.</li> <li>4. Provide extra learning resources during the school year and the summer months.</li> </ol> <hr/> <p style="text-align: center;"><b>(c) 2017-2018 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p>For the 2016 - 2017 school year, Conservatory Lab was below the median and third quartile for this subgroup. To continue to support this subgroup,</p>
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	<p>Conservatory Lab will additionally 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.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2016-2017 Strategies</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Consistent review by the Office of Student and Family Services, particularly in the middle school, will help retain students who are sub-proficient.</li> <li>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.</li> <li>5. Implement individualized intervention strategies and plans, such as in-school and home tutoring, to raise proficiency levels.</li> <li>6. Provide professional development for staff on Universal Design for Learning and differentiation in instruction to maximize accessibility of content for all students.</li> <li>7. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions.</li> <li>8. Develop a resource directory for families and students for additional, community-based academic supports such as after-school programs and/or tutoring.</li> </ol>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2016-2017 Strategies</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Employ a counselor at each site to work with individual students with social, emotional, and behavioral challenges to identify problems and</li> </ol>

	<p>design interventions.</p> <p>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.</p> <p>4. Continue to implement El Sistema, along with our extended school day, to create a strong incentive for students to stay engaged with school.</p> <p>5. Consistently use internal referral system for teachers and staff to continually identify at-risk students for interventions.</p> <p>6. Provide more programming around the high school transition and future opportunities to keep middle school students and families engaged with school.</p>
<p><u>Students who have dropped out of school</u></p>	<p style="text-align: center;"><b>(f) 2016-2017 Strategies</b></p> <p>We have not had any students drop out of our elementary or middle school.</p>
<p style="text-align: center;"><b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) 2016-2017 Strategies</b></p> <p>1. Identify students who are underachieving and provide pullout tutoring and directed small-group instruction on a regular basis.</p> <p>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</p> <p>3. Provide professional development to build cultural competency in our teaching staff.</p> <p>4. Provide additional social emotional support groups with for targeted student populations including specific groups for male students of color and female students.</p>

**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](#).

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	229	50.9%
Asian	13	2.9%
Hispanic	144	32.0%
Native American	0	0.0%
White	47	10.4%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	17	3.8%
Special education	54	12.0%
Limited English proficient	67	14.9%
Economically Disadvantaged	191	42.4%

<b>ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR</b>			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
John Chistolini, Chief Operations Officer	Responsible for school operations and DESE liaison, including facilities, admissions, recruitment and retention.	1/2014	

Nicole Mack, Principal	Responsible for overall curricular and instructional programs	6/2016	
Josue Gonzalez, Director of EI Sistema	Responsible for the EI Sistema program	8/2011	
Carmen Torres, Director of Student and Family Services	Responsible for overseeing special education, ELL services, social-emotional supports and family services.	7/2016	
Allison Chow, Administrative Coordinator	CLCS leadership administrative support	7/2016	
Cecilia Soriano, Director of External Relations, Liaison to the Board and Families	Board liaison and community and family engagement	7/2010	6/2017
Hilary Shea, Coordinator of Professional Learning	Responsible for professional development	7/2016	
Nefta Ramsey, Director of Admissions	Responsible for admissions/enrollment of students and state reporting	10/2015	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2016-2017 school year</b>	<b>Departures during the 2016-2017 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure</b>
Teachers	41  Consistent with previous annual	6  Consistent with previous annual	10  Consistent with previous annual	Mid-year departures were due to staff resignations for medical or personal

	reports, this figure includes classroom teachers, resident artist instructors and special education.	reports, this figure includes classroom teachers, resident artist instructors and special education	reports, this figure includes classroom teachers, resident artist instructors and special education	reasons, receiving offers from other school districts, or poor performance.  End-of-year departures were due to moving out-of-state, accepting a position in another school district, and poor performance.
Other Staff	32  Consistent with previous annual reports, this figure includes teaching assistants, administrators, and other support staff.	4  Consistent with previous annual reports, this figure includes teaching assistants, administrators, and other support staff.	11  Consistent with previous annual reports, this figure includes teaching assistants, administrators, and other support staff.	Mid-year departures were due to personal reasons, leaving education, moving out of state, or poor performance.  End-of-year departures were due to medical or personal reasons, moving out of state, re-organization of the school, and poor performance.

<b>BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR</b>				
<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	Executive, Facilities, Joint Strategic Planning, Development	4	Length of term: 3 years Elected: 6/2002 Ending: 6/2020
Anne W. Snyder	Vice Chair and Clerk, Co-Chair Education / El Sistema	Executive, Education/El Sistema	3	Length of term: 3 years Elected: 5/2005 Ending: 6/2017
Katharine M. Pell	Trustee	Executive, Development	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: 6/2018
Danna Mauch		Executive, Joint Strategic Planning	3	Length of term: 3 years Elected: 6/2005 Ending: 6/2017
Stephanie Perrin	Trustee, Chair of Governance	Joint Strategic Planning, Governance	5	Length of term: 3 years Elected: 9/1998 Ending: 6/2017
Bradley Richardson	Trustee	Executive, Finance	2	Length of term: 3 years Elected: 6/2011 Ending: 6/2020
Clay Rives	Trustee, Co-Chair of Development	Governance, Development	2	Length of term: 3 years Elected: 6/2011 Ending: 6/2020
Melanie Sheffield	Trustee, Co-Chair of Development	Development	1	Length of term: 3 years Elected: 11/2013 Ending: 6/2020
Lisa Wong	Trustee, Co-Chair of Strategic Planning, Co-Chair Education / El Sistema	Education / El Sistema, Strategic Planning	1	Length of term: 3 years Elected: 11/2013 Ending: 6/2020
Myriah Johnson	Trustee	Strategic Planning	1	Length of term: 3 years Elected: 6/2014 (Parent Trustee), 6/2016 (Trustee) Ending: 6/2019
Staverne Miller	Emeritus Trustee	Strategic Planning	1	Elected: 6/2015
Martha Kleinman	Trustee, Co-Chair of Strategic Planning	Strategic Planning	1	Length of term: 3 years Elected: 6/2015 Ending: 6/2018
Keree Simmons	Trustee	Finance	1	Length of term: 3 years

				Elected: 9/2015 Ending: 9/2018
Elaine Ng	Trustee		1	Length of term: 3 years Elected: 11/2016 Ending: 11/2019
Katherine H. Sloan	Trustee	Governance	1	Length of term: 3 years Elected: 11/2016 Ending: 11/2019

**Appendix D  
Additional Required Information**

**Key Leadership Changes**

Position	Name	No Change/ New/Open Position
Board of Trustees Chairperson	Gary Gut	No change
Charter School Leader	John Chistolini	No change
Assistant Charter School Leader / Principal	Nicole Mack	New
Special Education Coordinator	Dana Reder	Open Position
Director of Admissions	Nefta Ramsey	No change
Director of Students Support Services/English Language Learner	Carmen Torres	New
School Business Official	Andres Barraza, Central Source	No change
SIMS Contact	Nefta Ramsey	No change

**Facilities**

Location	Dates of Occupancy
2120 Dorchester Avenue, Dorchester, MA 02124	6/27/2014 - present
133 Hancock Street, Dorchester, MA 02125	7/28/2016 - present

**Enrollment**

<i>Action</i>	<i>2018-2019 School Year Date(s)</i>
<i>Student Application Deadline</i>	<i>February 16, 2018 (Tentative date)</i>
<i>Lottery</i>	<i>March 15, 2018</i>

**Appendix 1: 2016 - 2017 List of Select Student Performances**

Date	Performance/Venue	Student Performers
September 28th, 2016	Pucker Gallery Event	Various string student musicians
October 5th, 2016	Celebrity Series of Boston's "Play Me, I'm Yours" Street Piano Festival	Various winds, brass and percussion student musicians
October 9th, 2016	HONK Festival, Somerville	Various winds, brass and percussion student musicians
October 26th, 2016	Performance by 4th and 5th grade string students for PreK-2nd Grade Students	Abbado Strings ensemble
November 6th, 2016	Dos Idiomas Premier Performance with Margarita Muniz	Combined wind and brass ensemble
November 7th, 2016	Longy Side by Side with Gustavo Dudamel at Sanders Theater at Harvard	Various winds, brass and percussion student musicians
November 18th, 2016	From the Top Chamber Residency Performance alongside high school mentors from the From the Top program	Selected Abbado strings musicians
November 28th, 2016	Kroc Center Tree Lighting	Various brass student musicians
December 3rd, 2016	Winter Concert Series: KROC Center Performance as part of Celebrity Series of Boston's Stringfest 2016	Dudamel Strings Abbado Strings
December 4th, 2016	Winter Concert Series: Braintree Barnes & Noble	Bernstein Strings
December 5th, 2016	Winter Concert Series: Boston Public Library, Lower Mills Branch	Abbado Winds
December 8th, 2016	Winter Concert Series: Boston Public Library, Lower Mills Branch	Bernstein Winds & Percussion
December 9th, 2016	Winter Concert Series: K1 & K2 Performance at Lower School	K1 and K2 Rockstars

December 13th, 2016	Winter Concert Series: 1st - 2nd Grade Performance at First Parish Church	Parker Orchestra Mingus Orchestra
December 14th, 2016	Winter Concert Series: Massachusetts State House performance at the invitation of State Senator Linda Darcena Forry	Dudamel Orchestra
December 14th, 2016	Winter Concert Series: Middle School Performance at Upper School	Dupre Orchestra
December 15th, 2016	Winter Concert Series: Boston Public Library, Lower Mills Branch	Dudamel Winds & Percussion Dupre Winds & Percussion
December 16, 2016	Winter Concert Series: 3rd Grade Performance at Upper School	Ellington Orchestra
February 11th, 2017	Longy Side by Side Concert featuring 3 ensembles comprised of students from El Sistema programs across the state, alongside Longy Conservatory musicians	Various student musicians
February 16th, 2017	Lawrence Public High Schools District Concert Event	Various winds and percussion student musicians
March 1st, 2017	CLCS @ BPL Central during the Boston Public Library's (Main Branch) weekly "Art Explorers" programming	Various winds, brass, percussion student musicians
March 10th, 2017	In-school performance for students, staff, and families	Abbado ensemble
March 10th, 2017	CLCS @ Zumix Radio pre-recorded performance and interview with Zumix Radio's student DJs that aired on March 16th, 2016	Abbado Brass ensemble
March 11th, 2017	Performance at the Lilla Frederick Pilot Middle School during the ECET2 Culturally Responsive Teaching conference for teachers	Various string student musicians from the 5th grade
March 13th, 2017	Longy Side by Side Gala at	Various student musicians

	Sanders Theater	
March 24th, 2017	In-school performance for students, staff, and families	Ellington Orchestra
March 28th, 2017	MassCreative's Arts Advocacy Day and March to the Statehouse	Abbado Brass and Winds
April 7th, 2017	In-school performance for students, staff, and families	Bernstein Strings
April 7th, 2017	In-School teaching performance by middle school strings ensemble for 3rd grade strings ensemble	Dudamel Strings
April 7th, 2017	From the Top Chamber Residency Performance alongside high school mentors from the From the Top program	Selected Abbado strings musicians
April 12th, 2017	CLCS @ BPL Central during the Boston Public Library's (Main Branch) weekly "Art Explorers" programming	Ellington Orchestra
May 3rd, 2017	ArtWeek Event: THE Block Party in Copley Square	Middle school student musicians
May 7th, 2017	Day of Joy Performance at Margarita Muñiz Academy with nearly 200 students from various El Sistema programs across the state	Various student musicians
May 17th, 2017	CLCS @ BPL Central during the Boston Public Library's (Main Branch) weekly "Art Explorers" programming	Bernstein Orchestra
June 3rd, 2017	Annual El Sistema Showcase of Greater Boston Concert at the Strand Theater	Various 3rd - 8th grade student musicians
June 7th, 2017	Boston Children's Museum Performance	K2 Rockstars
June 8th, 2017	Performance at Carney Hospital	Dudamel Orchestra
June 9th, 2017	In-School performance as part of the Students and Teachers working with Artists, Scientists	Various 4th - 8th grade student musicians

	and Scholars (STARS) Massachusetts Cultural Council grant	
June 9th, 2017	Friends of the Library Performance at Boston Public Library's Lower Mills Branch with St. Gregory's Grammar School	4th - 5th Grade first year winds, brass, and percussion students
June 10th, 2017	Ruby Rose Fox @ Brighton Music Hall	Two selected female student musicians by invitation
June 13th, 2017	Performance at Boston Youth Sanctuary	Ellington Strings ensemble
June 17th, 2017	Annual Spring Fling Event and End of Year Concert - PreK - 3rd Grade	All PreK - 3rd Grade Orchestras and Sectionals
June 17th, 2017	Annual Spring Fling Event and End of Year Concert - 4th Grade - 8th Grade	All 4th Grade - 8th Grade Orchestras and Sectionals
June 21st, 2017	Make Music Boston performance	

## **Appendix 2: 2016 - 2017 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources**

### Select Presentations at Professional Conferences

- Rhonda Berkower (Curriculum Specialist): Presentation at the MA Department of Elementary and Secondary Education's School Redesign Dissemination Fair, November 18th 2016
- Hilary Shea (Coordinator of Professional Learning) and Johnny Williams (Assistant Director of Student and Family Services): Panelists at the 32nd Annual Learning Differences Conference focused on Neurodiversity in 21st century Classrooms: Executive Function, Attention, and Emotion, March 10-11th, 2016
- Carmen Torres (Director of Student and Family Services): co-presented as a keynote speaker at the Elevating and Celebrating Effective Teaching and Teachers conference on culturally responsive teaching, March 11th, 2016

### Select School Visits, Technical Support, and Sharing Resources

- School Visits
  - Visit from teachers from the West Tisbury School on Martha's Vineyard, June 5th, 2017
  - Visit from five principals in the Greater Boston area participating in the professional development group Principals for Equity, Innovation and Excellence (led by Linda Nathan and Bill Wehrli), March 9th, 2017
  - Visit from students in the course A320: Building Democratic Schools at the Harvard Graduate School of Education, March 9th, 2017
  - Levi Comstock and the Champlain Park High School orchestra (located in Minnesota) on March 14th, 2017
  - Visit from administrators from Elkhart Indiana Public Schools to observe El Sistema as part of their continued progress in implementing a district-wide El Sistema program on November 16th, 2016. This marks their third visit over the past 3 years.
  - Visit from California school leaders as part of the Oakland School Design Lab on November 4th, 2016
- Published Blog Posts on the Center for Artistry and Scholarship Website:
  - *The Balcony and the Dance Floor*, by Josue Gonzalez (Director of El Sistema)
  - *What is Expeditionary Learning?*, Nicole Mack (Principal)
  - *Art-Integration as a Lever for Engagement in Science Class*, Elizabeth Schibuk (Middle School Science Teacher)
  - *Pre-Text in 7th Grade*, Valencia Patilla (Middle School ELA Teacher)
  - *Social Emotional Learning by Design: The Conservatory Model*, Christian Bautista (School Design Intern)
  - *The Differing Ways Educators and Architects Design Learning Environments*, Stephen Sun (Instructional Support Teaching Assistant)
- Published Resources
  - *The Journey of El Sistema at Conservatory Lab Charter School: Lessons Learned and Guiding Questions*, co-authored by Josue Gonzalez, Director of El Sistema, and Resident Artists Brad Barrett, Kathleen Jara and Christopher Schroeder published on the Center for Artistry and Scholarship website
  - Updated school website, creating a curriculum section that includes curriculum resources from expeditions that occurred in SY2016-2017 and years past. Published expedition resources include an overview, guiding questions, documentation, student work and products, and additional resources. Topics include:

- Portrait of an Artist (K1)
- Building with the Three Little Pigs (K1)
- What's on Your Plate? (K2)
- Neighbor to Neighbor (1st Grade)
- Don't be S-S-Scared: The Truth About Snakes (2nd Grade)
- Along the Charles (3rd Grade)
- Boston Rocks! (3rd Grade)
- Why We Remember Paul Revere (3rd Grade)
- Whose Story Is It? The Wampanoag and the Pilgrims (3rd Grade)
- Going North: African American Journeys (4th Grade)
- What's Out There? The Solar System and Beyond (4th Grade)
- Ecosystem Under Attack: Invasive Species of the Boston Harbor Islands (5th Grade)
- Be the Change (5th Grade)
- Heating Up, Chilling Out: Global Climate Change (5th Grade)
- Way Down Under: Our Geologic Past (6th Grade)
- Ancient China and the Silk Road (6th Grade)
- Conform or Resist: Responses to Authoritarian Regimes (6th Grade)
- From Frederick Douglas to Ferguson (7th Grade)
- Saving Savin Hill Cove (7th Grade)
- The Life of a Computer (7th Grade)
- Additional Technical Assistance and Resource Sharing
  - Chris Schroeder, the Director of Community Engagement, led and supported student orchestral practices and performances with the Lawrence Public Schools for their District Music Concert and the Lawrence High School 9GA concert
  - In addition, Mr. Schroeder participated in the Conn-Selmer by-invitation VIP program that included a roundtable discussion with other educators and Conn-Selmer's VP of Education and CEO

### Research Projects

- WolfBrown and Longy School of Music: This is a research project that studies the effectiveness of Conservatory Lab and an array of other El Sistema-inspired music programs across the country (ongoing)
- Department of Psychology, Boston College: This is a three-year research project that tracks entering kindergarteners 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 (ongoing)
- Larry Scripp, Music Literacy Skills Test, New England Conservatory of Music: Music literacy skills assessment designed to be administered in schools that provide music instruction and schools that do not provide music instruction. The assessment is used to analyze the correlation between music literacy and academic achievement (ongoing)