



Annual Report

2017-2018

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
Maximum Enrollment	444	Enrollment as of (fill in the date)	449 as of 5/9/2018
Chartered Grade Span	PreK – Grade 8	Current Grade Span	PreK – Grade 8
Number of Instructional Days per School Year	190	Students on Waitlist as of (fill in the date)	3,097 as of 5/9/2018
School Hours	9:15 – 4:30pm	Age of School as of 2017-2018 School Year	19 years
Mission Statement 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.			

Letter from the Chair of the Board of Trustees

August 1, 2018

Dear Friends of Conservatory Lab Charter School,

Conservatory Lab's cornerstone curricular programs - EL Education (formerly Expeditionary Learning) and El Sistema - continue to uniquely define and distinguish Conservatory Lab's mission and key design elements. Together, these two programs create a unique musically integrated curriculum and school culture that promotes creativity, critical thinking, active engagement, hands-on learning, cooperation and collaboration.

As Conservatory Lab has reached its maximum enrollment and has entered a period of stabilization, we continue to bolster our supports for all students. Conservatory Lab has expanded its instructional leadership team and continues to develop shared leadership structures, focusing on a consistent cycle of reflection on instructional practices, assessment, and performance in all areas including academics, music, and social emotional learning.

Dissemination has always been a signature fixture of Conservatory Lab's mission, but the second year of our partnership with the Center for Artistry and Scholarship (CAS) has amplified our platform and reach. The partnership has brought new opportunities for CLCS leaders, teachers, resident artists, and students to be active participants in the dissemination of the CLCS curriculum and program model to other schools and organizations focused on arts-immersed, project-based learning in Boston and beyond.

Sincerely yours,

Gary Gut
Chair, Conservatory Lab Charter School

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 is the only K-8 school in the country to offer El Sistema music instruction daily within the school day to every one of its 444 students. CLCS views music as another form of literacy, building critical thinking, and habits of scholarship, not a separate skill set. Now in its eighth year, our El Sistema program currently includes seven full orchestras, three wind ensembles and a percussion 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 up. 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 four years, and public gathering spaces like the Hatch Shell on the Esplanade, Lawn on D, 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.

In our ninth year as an EL Education school (formerly Expeditionary Learning), Conservatory Lab 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. Over the last two years, CLCS rolled out EL English Language Arts (ELA) modules across all grades. In addition, CLCS created a more fully realized CREW element of the school day during which academic and music staff lead student groups to support social development across all grade levels to build community and connections among students and staff.

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 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, or 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, Waltham Fields Community Farm, Museum of Science, the Peabody Essex Museum, 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 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](#).

Music Performances: Music performances play a key role in music integration at Conservatory Lab. Recently, CLCS increased the number of student performances across all grade levels with an emphasis on ensuring that performances 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 solidarity with the National School Walkouts organized following the Parkland, FL school shooting tragedy.

Amendments to the Charter

Use the table below to describe any Board approved (major) or Commissioner approved (minor) amendments requested by the school's board of trustees during the 2017-2018 school year. Please explain any delay in implementing any recently granted amendment.

Date	Amendment Requested	Pending or Approved?
May 4, 2018	Length of the 2017-18 school year due to snow days	Approved
January 31, 2018	Length of annual school year	Approved

Access and Equity

At CLCS, in-school suspensions have remained non-existent, but the school's out-of-school suspension data has seen a small increase in the last two years. This increase is due to the establishment of new schoolwide management systems and as well as consistent shared expectations for scholarly behavior. In addition, the school has adopted the use of new data systems to streamline record keeping. Staff and teachers use this data to identify students in need of additional support as well as drive professional development topics for educators.

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's (CLCS) key partnership is with the Center for Artistry and Scholarship (CAS). Led by Linda Nathan, CAS provides several services to CLCS, including technical assistance to the board, support of the school's Principal and Chief Operating Officer, and dissemination of best practices developed at Conservatory Lab to Boston and beyond. Some of the work conducted by CLCS in collaboration with CAS in the 2017-2018 school year is reflected in the chart below. A more extensive list of dissemination activities from the entire charter term can be found in Attachment 2.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	Criteria	With whom	Result of dissemination
Project-based and arts-integrated curriculum and instruction	Conference workshop presentation	Gr. 6 Humanities teacher, Strings Resident Artist, Gr. 6 students	Program delivery-curriculum and instruction	Attendees of the 2018 RIDES conference Beyond Desegregation: Promising Practices for Creating Diverse and Equitable Schools at the Harvard Graduate School of Education (Cambridge, MA).	CLCS staff and students presented a workshop entitled "Arts Integration for Integration: Marrying Vision and Practice"
Project-based and arts-integrated curriculum and instruction	Conference workshop presentation	CLCS Principal, Coordinator of Professional Learning, Brass Resident Artist, and middle school students	Program delivery-curriculum and instruction, Mission and Key Design Elements	Attendees of the national 2018 ASCD Empower 18 Conference at the Boston Convention and Exhibition Center (Boston, MA).	CLCS staff and students presented an interactive workshop entitled "Investing in Student Ownership of Learning: School Based Structures that Engage Student Ownership and Motivation in Social Development, Academics and Music Composition"
Project-based and arts-integrated curriculum and instruction	Conference workshop presentation	CLCS Brass Resident Artist	Program delivery-curriculum and instruction, Mission and Key Design Elements	Attendees of the national 2018 NAMM Show, an annual conference hosted by the National Association of Music Merchants Foundation (Anaheim, CA).	CLCS Brass Resident Artist presented a workshop entitled "Composing for Student Success"
School Model	Conference workshop presentation	CLCS Director of El Sistema	Mission and Key Design Elements	Attendees of the international 2018 International Forum on Creativity and Learning (Frutillar, Chile).	CLCS Director of El Sistema gave a workshop presentation on El Sistema at Conservatory Lab.
Project-based and arts-integrated curriculum and instruction	Conference workshop presentation	CLCS Music Integration Resident Artist	Program delivery-curriculum and instruction, Mission and Key Design Elements	Attendees of the national 2017 Arts Schools Network Conference (Minneapolis, MN).	CLCS Music Integration Resident Artist presented a workshop entitled "Educating the Next Generation of Artist-Scholar-Citizens"
Project-based and arts-integrated curriculum and instruction	Conference workshop presentation	CLCS Principal, Coordinator of Professional Learning	Program delivery-curriculum and instruction, Mission and Key Design Elements	Attendees of the national 2017 Progressive Education Network Conference (Boston, MA).	CLCS staff presented a workshop entitled "Empowering Student Voice in Curriculum and Instruction"

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	Criteria	With whom	Result of dissemination
Project-based and arts-integrated curriculum and instruction	Center for Artistry and Scholarship Website	CAS Executive Director, CAS Program Director, CLCS Principal, CLCS Coordinator of Professional Learning	Program delivery-curriculum and instruction, Mission and Key Design Elements	Shared with the general public via the Center for Artistry and Scholarship website (www.artistryandscholarship.org)	Published “Building Ownership and Authentic Learning at Conservatory Lab Charter School through Projects and Learning Expeditions”
School Model	Blog Posts on CAS website	CAS staff and CLCS staff	Mission and Key Design Elements	Shared with the general public via the CAS website (www.artistryandscholarship.org)	There were a number of blog posts published by CAS and CLCS staff on the CAS website, including <i>Affection for Place: Re-Enchanting the Classroom</i> and <i>We’ll Still Rise</i>
Curriculum resources for grades K1 - 7	CLCS Website	CLCS teachers	Program delivery-curriculum and instruction	Shared with the general public via the Conservatory Lab Charter School website (www.conservatorylab.org)	Published expeditions include information such as an expedition overview, guiding questions, documentation, student work & products and resources.
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	School leadership	Participating principals from Boston Public Schools, Cambridge Public Schools, Chelsea Public Schools, and charter schools.	The professional development group will continue to meet regularly during the 2018-2019 school year.
Creative leadership development	Perrone-Sizer Institute for Creative Leadership program	CAS Executive Director, CLCS Director of Student and Family Services, CLCS Early Childhood Education Resident Artist	School leadership	Educators and emerging leaders from various schools and educational organizations in Boston, Cambridge, Somerville, and other areas in Greater Boston	CLCS’s Early Childhood Education Resident Artist presented a final capstone and graduated from the program on June 29th, 2018. 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.
School model	Visits to CLCS by educators, administrators,	CAS Executive Director, CLCS staff	Mission and Key Design Elements	Teachers, educators, administrators, musicians, artists, and policymakers from schools and organizations in	Every visitor has expressed their appreciation and gratitude for the time and attention.

Best Practice Shared	Vehicle for Dissemination	Who at the school was involved with the dissemination efforts? (Title)	Criteria	With whom	Result of dissemination
	musicians, artists and policymakers from around the world			the Greater Boston Area and beyond.	
Arts education for students with special needs	A professional development study group for music teachers and special educators led by Berklee College of Music's Institute for Arts Education and Special Needs in partnership with CAS.	CLCS Director of EI Sistema and CLCS Resident Artists	Program delivery - Supports for Diverse Learners	Participants in the Special Education in Music Study group, led by Rhoda Bernard of Berklee College of Music, including music teachers and special educators from the Greater Boston area and beyond.	The music faculty of Conservatory Lab Charter School are active participants sharing best practices with other music and special educators in this professional development group.

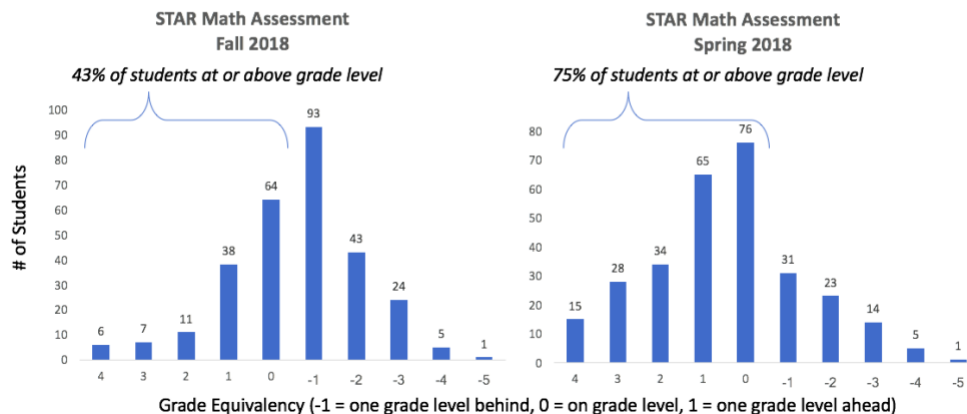
Academic Program Success

Student Performance

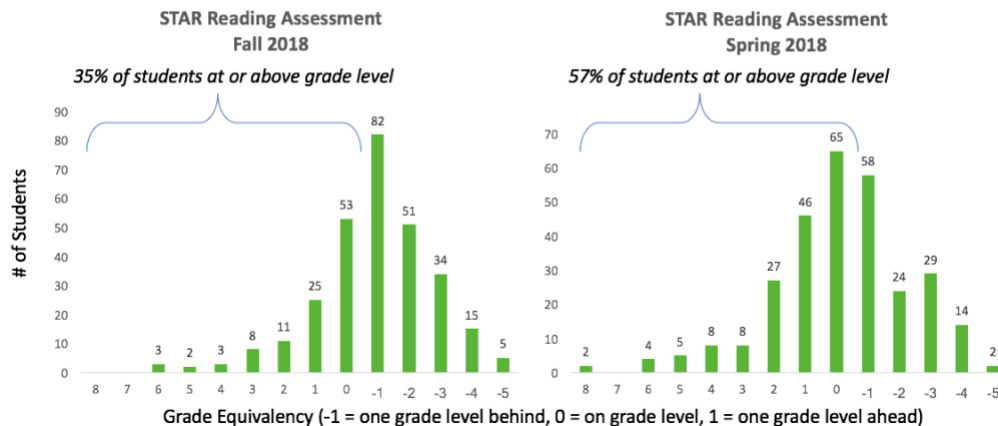
Conservatory Lab Charter School's school report card (overview) can be found [here](#).

CLCS conducted STAR assessments for ELA and Math in grades 2 - 8.

CLCS improved students in grades 2 – 8 performing at or above grade level equivalency in math from 43% at the start of the year to 75%



CLCS improved students in grades 2 – 8 performing at or above grade level equivalency in reading from 35% at the start of the year to 57%



At year's end in math, 4 out of 7 grades made more than a year of growth in grade level equivalency (the average growth in 4th grade was 1.35 years and in 6th grade it was 1.65 years). At year's end in ELA, students in 2 out of 7 grades made more than a year of growth in grade level equivalency (the average growth in 3rd grade was 1.13 years).

Program Delivery

In SY2017-2018, Conservatory Lab added additional instructional leaders to improve its academic

program by adding 3 Directors of Curriculum and Instruction to support teachers with curriculum development and implementation, and provide and instructional coaching in the areas of the humanities, STEM, and early childhood education. Conservatory Lab made additional structural changes to support instruction for all learners including decreasing 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 continued to expand opportunities for intervention and station-based teaching. The daily middle-school intervention block for all students was expanded so that all students in grades 5-8 received daily support in their area of greatest need, including use of a number of web-based reading interventions to further individualize student supports, including Reading Plus and Lexia Learning. A daily reading skills block utilized all available support staff to increase small group supports for students in K - Gr. 2. Approximately 50 students in Gr. 3-8 also participated in a vacation week math academic program during April break for additional small group math tutoring provided by CLCS teachers.

CLCS introduced additional curriculum resources aligned with state standards this year. This year, use of the EL Education English Language Arts modules (EL ELA modules) were expanded to include K2 - Gr. 2. CLCS also introduced Jump Math for Gr. 7 and 8 to support students' gaps and lagging skills. CLCS has continued to build out science units that are aligned to the new science standards, including partnering with Project Lead the Way for some of our K - 8 science units.

As a key feature of the school's model, CLCS continues to develop its Learning Through Music Expeditions. These are interdisciplinary units that bridge science or social studies standards with literacy skills, and are incorporated with music and the arts. Expeditions are six to ten weeks in length incorporating field work, partnerships with experts in the field and culminate with celebrations of learning that immerse students in authentic experiences that demonstrate students' synthesis of their learning. Conservatory Lab is in the process of realigning expeditions to grade level standards.

Conservatory Lab has committed to providing an inclusive learning environment for all students. As such, CLCS uses content driven units to provide schema to accelerate acquisition of literacy skills including comprehension, vocabulary and reading fluency. The academic team is currently aligning the EL ELA modules and humanities units with WIDA standards. In addition, students receive specific skill instruction in reading (phonics and reading fluency), language and writing skills from ESL staff to support skill acquisition according to their language development level, as well as utilizing a web-based platform.

New Curriculum Frameworks Implementation

Subject	2017-2018 Structures and Outcomes	2018-2019 Next Steps
Math	Implemented curriculum aligns to MA curriculum frameworks. <ul style="list-style-type: none"> • Quarterly planning retreats • Grade level curriculum maps • Vertical standards trace • Use of Anet formative assessments in addition to interim assessments 	Next steps: <ul style="list-style-type: none"> • Establishment of grade level fluency benchmarks • Establish grade band problem solving protocols • Identify teacher practices that support math practice standards
ELA	Implemented curriculum aligns to MA curriculum frameworks.	Next steps: <ul style="list-style-type: none"> • Revise and increase cross-curricular writing expectations

	<ul style="list-style-type: none"> • Expansion of EL ELA modules to K-2, creating fully aligned K-8 ELA curriculum • Quarterly planning retreats • Grade level curriculum maps • Vertical standards trace • Use of Anet formative assessments in addition to interim assessments 	<ul style="list-style-type: none"> • Increase use of paired readings • Increase expectations for the volume of reading
Science	<ul style="list-style-type: none"> • Dedicated science teacher taught daily science instruction to both grades 5-6 • Project Lead the Way curriculum implemented across K-8 for selected units of study • Cross grade level curriculum review • Identify selected units from identified curriculums 	<p>Next steps:</p> <ul style="list-style-type: none"> • Implement selected curriculum units • Develop science based expeditions

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" - we are all part of a crew, working together. At Conservatory Lab, Crew takes shape in the form of regular class meetings for pre-K - 4th grades, and a daily advisory period for middle school (Gr. 5-8). The Crew period is a time where students come together to build social skills and work habits, while strengthening the school culture, and allows for relationship building, mentoring and character development. The materials and curriculum CLCS uses to guide these meetings include Open Circle, Overcoming Obstacles, and Zones of Regulation. These curricula provide strategies to teach students to identify and control their emotions and impulses, develop habits of work, as well as set and reflect upon goals. Students who required additional support worked with counselors individually or in small groups.

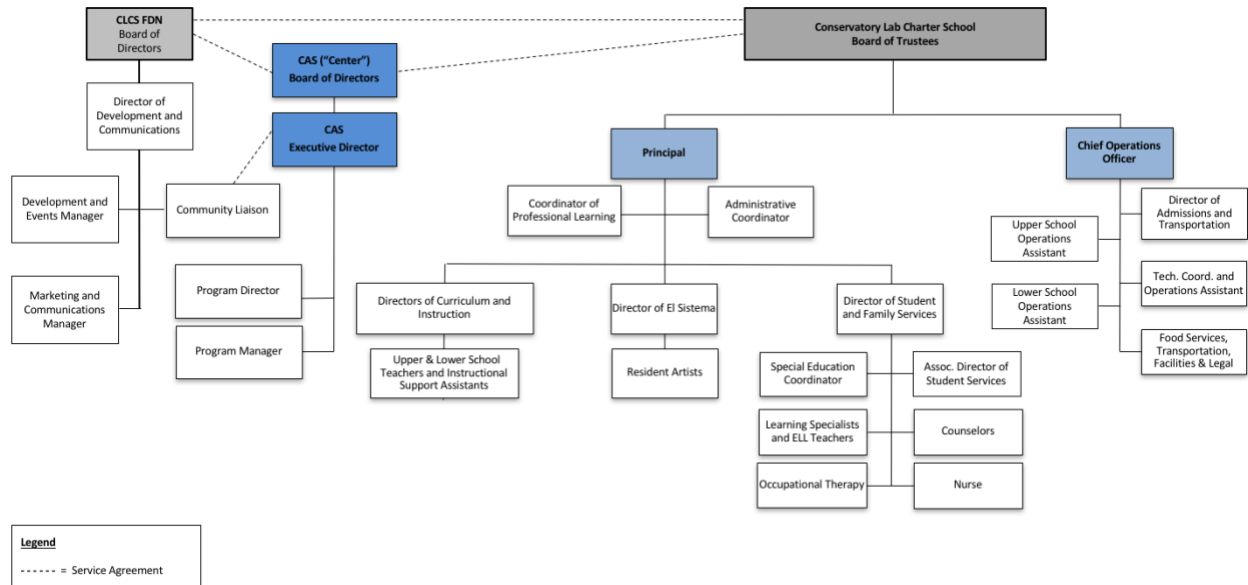
CLCS established a partnership with Boston Children's Hospital to work with a team of teachers to create a multi-tiered level of support and benchmark assessments for identifying students at risk. This is in addition to partnering with the PEAR Institute to implement their holistic student assessment to provide a social-emotional "portrait" of the strengths and challenges of each student.

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 mid-year and end-of-year 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 FY18 statement of revenues, expenses, and changes in net assets (income statement)

Conservatory Lab Charter School				
Profit & Loss				
July 2017 through June 2018 - Unaudited				
Ordinary Income/Expense				Jul '17 - Jun 18
			Income	
			4000-01 · Tuition	\$7,205,208.00
			4100-03 · Grants - Federal (thru DESE)	\$361,211.89
			4200-06 · Nutrition Funding - State	\$8,944.47
			4200-07 · Nutrition Funding - Federal	\$267,089.08
			4200-08 · Nutrition Funding - Fees	\$15,032.17
			4400-14 · Contributions - Component Unit	\$177,300.00
			4500-11 · Medicaid Reimbursements	\$19,982.43
			4900-19 · Miscellaneous Income	\$29,613.04
			Total Income	\$8,084,381.08
			Gross Profit	\$8,084,381.08
			Expense	
			01 · Teaching and Support Staff	2,631,758.34
			05 · Administrative Staff	\$927,308.62
			07 · Benefits	\$330,603.75
			08 · Payroll Taxes	\$197,558.12
			09 · Professional Development	\$25,159.24
			10 · El Sistema	\$727,654.54
			11 · LTM	\$2,460.20
			12 · Support Consultants	\$276,595.12
			13 · Classroom Supplies Text & Tech	\$222,927.30
			14 · Development, Communications, and Marketing	\$288,999.96
			15 · Food for Nutrition	\$316,375.93
			16 · Administrative Expenses	\$479,950.47
			17 · Facilities	\$907,960.53
			Total Expense	\$7,335,312.12
			Net Ordinary Income	\$749,068.96
Net Income				\$749,068.96

B. Statement of net assets for FY18 (balance sheet)

Conservatory Lab Charter School				
Balance Sheet				
As of June 30, 2018 - Unaudited				
ASSETS				Jun 30, 18
	Current Assets			
		Checking/Savings		
		1000-01 · Cash and Cash Equivalents		\$2,430,453.48
		Total Checking/Savings		\$2,430,453.48
		Accounts Receivable		
		1100-02 · Accounts Receivable		\$62,079.85
		1100-04 · Grants Receivable - Federal		\$15,855.00
		Total Accounts Receivable		\$77,934.85
		Other Current Assets		
		1300-08 · Prepaid Expenses		\$87,087.30
		Total Other Current Assets		\$87,087.30
	Total Current Assets			\$2,595,475.63
	Fixed Assets			
		1600 · Cost Basis		\$632,038.75
		1690-16 · Less Accumulated Depreciation		-\$387,029.79
	Total Fixed Assets			\$245,008.96
TOTAL ASSETS				\$2,840,484.59
LIABILITIES & EQUITY				
	Liabilities			
		Current Liabilities		
		Accounts Payable		
		2000-24 · Accounts Payable		\$23,929.27
		Total Accounts Payable		\$23,929.27
		Credit Cards		
		2090-25 · Eastern Bank Credit Card		\$12,771.31
		Total Credit Cards		\$12,771.31
		Other Current Liabilities		
		2100-25 · Accrued Expenses		\$352,041.09
		Total Other Current Liabilities		\$352,041.09
		Total Current Liabilities		\$388,741.67
	Total Liabilities			\$388,741.67
	Equity			
		3000 · General Fund		\$1,389,439.11
		3900 · Retained Earnings		\$313,234.85
		Net Income		\$749,068.96
	Total Equity			\$2,451,742.92
TOTAL LIABILITIES & EQUITY				\$2,840,484.59

C. Approved School Budget for FY19

	FY18 Forecast	FY19 Budget	Variance	% Change
Revenue				
Tuition	7,157,538	7,372,264	214,726	3.0%
Title I	229,596	218,116	(11,480)	-5.0%
Federal Nutrition Program	266,082	246,541	(19,541)	-7.3%
Title II-Part A Teacher Quality	24,907	23,662	(1,245)	-5.0%
Other Grant Income	105,997	100,697	(5,300)	-5.0%
	7,784,120	7,961,280	177,160	2.3%
Foundation Grants	350,000	385,000	35,000	10.0%
Other Income	36,147	36,870	723	2.0%
Total Revenue	8,170,267	8,383,150	212,883	2.6%
Expenses				
Teaching & Academic Support Staff	3,061,592	3,184,477	122,885	4.0%
Administration	503,963	464,917	(39,046)	-7.7%
Total Staff	3,565,556	3,649,394	83,838	2.4%
Benefits				
Health Insurance	244,475	273,812	29,337	12.0%
Dental Plan	26,452	29,626	3,174	12.0%
Disability & Life Plans	26,161	29,301	3,139	12.0%
403B Match Contribution	18,977	21,254	2,277	12.0%
MTRS Grant Expenditure	0	0	0	0.0%
Payroll Taxes	162,480	174,286	11,805	7.3%
Workers Compensation	31,602	32,800	1,198	3.8%
Professional Development	28,320	28,320	0	0.0%
Total Benefits	538,468	589,399	50,931	9.5%
Total Staff & Benefits	4,104,023	4,238,793	134,769	3.3%
El Sistema Salaries	632,479	707,744	75,265	11.9%
El Sistema - Instruments & Supplies	110,000	112,200	2,200	2.0%
El Sistema Total	742,479	819,944	77,465	10.4%
LTM	6,000	6,120	120	2.0%
Support Consultants	332,114	408,756	76,642	23.1%
Classroom Supplies, Tech	247,884	252,842	4,958	2.0%
Total Program Expenses	1,328,477	1,487,662	159,185	12.0%
Contract for Devt, Communications & Marketing	289,000	275,593	(13,407)	-4.6%
Food/Services for Nutrition	322,276	328,722	6,446	2.0%
General Supplies	32,608	33,260	652	2.0%
Technology (non-capitalized)	52,706	53,760	1,054	2.0%
Accounting/Audit Services	85,000	86,700	1,700	2.0%
Legal Fees	20,000	20,000	0	0.0%
Payroll Service	29,000	29,580	580	2.0%
Telephone & Internet	53,452	54,521	1,069	2.0%
Insurance	28,438	29,007	569	2.0%
Other	61,318	62,544	1,226	2.0%
Total Other Expenses	973,798	973,687	(111)	0.0%
2120 Rent	476,756	498,656	21,900	4.6%
Hancock Rent	161,019	161,019	0	0.0%
Total Rent	637,775	659,675	21,900	3.4%
Utilities	35,037	35,737	701	2.0%
Cleaning & Supplies	161,620	164,447	2,827	1.7%
Maintenance & Repair	89,597	91,389	1,792	2.0%
Total Facilities	924,028	951,249	27,221	2.9%
Total Expenses	7,330,327	7,651,390	321,063	4.4%
Change in Net Assets (Operating Budget)	839,940	731,760	(108,180)	-12.9%

D. Capital Plan for FY19

Conservatory Lab Charter School is in the process of acquiring land for a new upper school building on Columbia Road in Dorchester, less than a half a mile from the lower school location. CLCS has a completed and amended purchase and sales agreement with the seller. CLCS anticipates construction to begin in late 2018, with a planned occupancy during the summer of 2020. This new building is approximately 41,500 square feet, and includes a gym, commons area, and ensemble rehearsal rooms. CLCS has approvals by the Boston Planning & Development Agency and the Zoning Board of Appeals.

The estimated cost of the land and new building is \$25 - \$29 million. In terms of financing, 70% will be funded with low interest debt partially guaranteed by MassDevelopment, 10% in new market tax credits and the remainder from CLCS and the CLCS Foundation.

Additional Information

Appendix A: Accountability Plan Evidence 2017-2018

Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include 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 - 2017-2018 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 - 2017-2018 List of Select Student Performances, and Attachment 2 - 2017-2018 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

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Objective: Conservatory Lab will effectively implement rigorous academic programming with high achievement expectations for all students.		

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
Measure: Grade levels will achieve 70% advanced and proficient scores on PARCC exam.	Not Met	ELA MCAS 2017: GR3 40 GR4 40 GR5 53 GR6 46 GR7 11 GR8 10 Math MCAS 2017: GR3 46 GR4 38 GR5 43 GR6 22 GR7 0 GR8 5 MCAS 2018: awaiting results
Measure: The median PARCC student growth percentile (SGP) score for ELA will increase by 10%.	Partially Met - still awaiting 2018 SGP	ELA SGP: 2016 – 36 2017 – 58 2018 – awaiting results Math SGP: 2016 – 29 2017 – 58 2018 – 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 (Average growth) GR2 77 GR3 1.13 GR4 1.05 GR5 0.6 GR6 0.7 GR7 0.1 GR8 0.2 MATH STAR (Average 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.

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
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 awaiting result
Measure: The identified group of Hispanic boys will increase ELA PARCC proficiency scores by 10% school-wide.	Not Met	Measurement tools are not fully comparable. Sample set in 2017 is not statistically significant (11 Hispanic students - boys and girls grades 3-8). 2018 - awaiting results

Appendix B: Charter School Recruitment and Retention Plan

Recruitment Plan 2018-2019

School Name: Conservatory Lab Charter School

2017-2018 Implementation Summary:

This year, Conservatory Lab continued to recruit a diverse student population. 90.7% of students identified as non-White and a high needs population of 61.3%.

Conservatory Lab utilized 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 set up a registration kiosk at the Upper School to support families without internet or computer access at home in submitting their online charter applications.

This year, the Massachusetts Public Charter School Association opted not to host the Annual Boston Area Charter School Showcase. In lieu of the Charter School Showcase, Conservatory Lab participated in a city-wide student recruitment event in collaboration with Boston Public Schools and engaged in targeted solicitation efforts for student recruitment following the event. Conservatory Lab's first-ever participation in the BPS Citywide School Showcase. At the Citywide Showcase, Conservatory Lab school leaders and teachers were on hand to talk with prospective students and families about Conservatory Lab.

As we completed our second year of occupation in our new building on Hancock Street in Dorchester for K1 - Gr. 2, Conservatory Lab has continued to target recruitment efforts on community organizations in Dorchester, Roxbury, and Mattapan as established in the 2017 Annual Report.

The Boston Charter Alliance has worked diligently to resolve the issue of parents accepting multiple offers of enrollment through the online application, thus ensuring that Boston Public Schools is provided with accurate transportation information to ensure students have bus service the first day of school.

General Recruitment Activities for 2018-2019:

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 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.
7. Update the Conservatory Lab website link on the Boston Public Schools website pages.
8. 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.

9. Deliver live Q&A presentations about Conservatory Lab and distribute promotional materials to major community centers, such as the Kroc Center, Salvation Army, and YMCA locations throughout Boston, and particularly in Dorchester, Roxbury, and Mattapan neighborhoods.
10. Include admissions information during brief presentations at off-site Conservatory Lab concerts in the fall of 2017 (before the admissions lottery) and disseminate admissions materials at each event.
11. Continue to emphasize our non-discriminatory policy, which welcomes and serves all students including those with disabilities and limited English language proficiency, on our website and in all admissions materials.
12. Disseminate promotional video to publicize Conservatory Lab, and include link to video in admissions materials sent to prospective families.
13. Utilize school's social media platforms to advertise the admissions lottery as well as the school's mission, programs, and curriculum.
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.
16. Host a New Family Orientation for families who are accepted through the lottery process for SY18-19.

Recruitment Plan – 2018-19 Strategies

Special education students/students with disabilities

(a) CHART data

School percentage:
11.3%

GNT percentage: 11.9%

CI percentage: 14.8%

The school is below
GNT percentages and
below CI percentages

(b) Continued 2017-18 Strategies

- ☐ Met GNT/CI: no enhanced/additional strategies needed
- 1. Bring at least one member of our Student Support Team, administrator, and representatives from the school's SPEDFAN 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. *
- 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.
- 3. Include members of the Student Support Team at open houses and information sessions and ensure that they have interpreters.
- 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.
- 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.
- 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.
- 7. Student support service staff belong to several special-education related organizations and listservs at which they discuss opportunities for students at Conservatory Lab.

Recruitment Plan – 2018-19 Strategies	
	<p>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.</p> <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>*Note: During SY17-18, the Massachusetts Charter Public School Association did not host a citywide Boston Area Charter School Showcase as it had in past years.</i></p> <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies needed. 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.</p> <p>1. Partner with the Henderson Inclusion School and the Mario Umana K-8 to conduct joint recruitment efforts in the community</p> <p>2. Recruit additional staff that are dual licensed in SPED.</p> <p>3. Conduct outreach at Small Wonders Nursery School in Dorchester, a local early intervention program</p>
Limited English-proficient students/English learners	
<p>((a) CHART data</p> <p>School percentage: 12.7%</p> <p>GNT percentage: 21.8%</p> <p>CI percentage: 24.9%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p>(b) Continued 2017-18 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <p>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).</p> <p>2. Engage staff and teachers who are fluent in more than one language to assist throughout the application and recruitment process, such as helping parents to complete applications and enrollment packets.</p> <p>3. Provide interpreters and translation services at school events, open houses, and fairs for speakers of Spanish, Haitian Creole, Portuguese, French, Vietnamese, and Chinese.</p> <p>4. Have bilingual staff clearly identified during the open houses and information sessions, as well as school admissions tours throughout the year.</p> <p>5. Distribute admissions applications and materials in English, Spanish, Haitian Creole, Vietnamese, Portuguese, and Chinese to local Head Start programs, shelters, Boys and Girls clubs, and other community organizations serving non-English speaking populations, such as Villa Victoria Center for the Arts, the Haitian Multi-Service Center, the Mass Alliance of Portuguese Speakers, the Jackson-Mann Community Center, and VietAID.</p>

Recruitment Plan – 2018-19 Strategies

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/performance 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.

(c) 2018-2019 Additional Strategy(ies), if needed

- ☒ Did not meet GNT/CI: additional and/or enhanced strategies below:
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 support systems for and commitment to ELL students in these meetings. The school will continue to utilize this strategy as we progress with the building of the new facility.
1. Partner with several bilingual Boston schools, such as the Margarita Muñiz Academy, and work with their community outreach person to conduct joint enrollment outreach.
 2. Recruit additional staff that are bilingual
 3. Identify local adult literacy centers that teach English as a Second Language at which to conduct enrollment outreach
 4. Expand our partnership with Upham's Corner Health Center to recruit more English language learners

Recruitment Plan – 2018-19 Strategies

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

(a) CHART data

School percentage:
45.8%

CI percentage: 51.6%

The school is below CI percentages

(b) Continued 2017-18 Strategies

- ☐ Met GNT/CI: no enhanced/additional strategies needed
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.

(c) 2018-2019 Additional Strategy(ies), if needed

- ☒ Did not meet CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

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

Recruitment Plan – 2018-19 Strategies	
	financially accessible surround care programs to support families with working schedules.
<u>Students who are sub-proficient</u>	<p>(d) 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 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. 5. 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.
<u>Students at risk of dropping out of school</u>	<p>(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. 2. Make admissions applications and materials available to the Dearborn Boys and Girls Club, Roxbury, MA, housed at the Dearborn Middle School.
<u>Students who have dropped out of school</u>	<p>(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>(g) 2018-2019 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 2018-2019

2017-2018 Implementation Summary:

This year, Conservatory Lab's retention rate increased from 77.1% in 2016-2017 to 82.7% in 2017-2018. As noted in the last two Annual Reports, Conservatory Lab relocated of K1 - Gr. 2 in our new Lower School location on Hancock Street in Dorchester at the beginning of the 2016-2017 school year. This year, in our second year of occupancy at the Lower School location, our ongoing recruitment strategies focusing on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan have begun to bring us closer to our established retention goal of 85%.

A major challenge in fully achieving our established retention goal of 85% was the change in start time of the school day at Conservatory Lab. 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. However, attrition was ultimately off-set by the strength of our ongoing recruitment strategies focusing on the surrounding neighborhoods of Dorchester, Roxbury, and Mattapan.

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 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 Language 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. 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. We provide a surround care program to support the range of needs of our families in partnership with a local after-school provider.

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

Retention Plan –2018-19 Strategies

List strategies for retention activities for each demographic group.

Special education students/students with disabilities

(a) CHART data	(b) Continued 2017-18 Strategies
<p>School percentage: 15.9%</p> <p>Third Quartile: 18.3%</p>	<p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>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</p>

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>principal is an inclusion specialist who will bring her extensive background to bear on our delivery of instruction and services to this population.</p> <ol style="list-style-type: none"> 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. 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
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below:</p> <ol style="list-style-type: none"> 1. Introduce student led conferences as a means of engaging families and increasing students' ownership of their own learning. (1 year) 2. Collaborate with the Family Action Network to host family friendly curriculum support and child development information nights. (1 year) 3. Utilize computer based text to speech software to provide greater access to grade level content. (1 year) 4. Introduce Universal Design for Learning as a means of providing students greater access. (3 years)
Limited English-proficient students/English learners	
<p>(a) CHART data</p> <p>School percentage: 11.3%</p> <p>Third Quartile: 20.1%</p>	<p>(b) Continued 2017-18 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).

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<ol style="list-style-type: none"> 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 Language 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 <p>(c) 2018-2019 Additional Strategy(ies), if needed</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><input type="checkbox"/> No ELs were enrolled during the 2017-2018 school year. No retention strategies needed.</p> <ol style="list-style-type: none"> 1. Initiate individual meetings with new families in upper grade levels. 2. Communicate the name and contact information of bilingual staff members to families.
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><u>(a) CHART data</u></p> <p>School percentage: 14.7%</p> <p>Third Quartile: 20.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p>(b) Continued 2017-18 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.

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
	<p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below.</p> <ol style="list-style-type: none"> 1. Establish surround care programming that accepts vouchers and reduced tuition rates.
<u>Students who are sub-proficient</u>	<p>(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>(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.

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<u>Students who have dropped out of school</u>	<p>(f) 2018-2019 Strategies</p> <p>We have not had any students drop out of our elementary or middle school.</p>
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(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 with 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	221	49.1%
Asian	13	2.9%
Hispanic	160	35.6%
Native American	0	0.0%
White	42	9.3%
Native Hawaiian, Pacific Islander	0	0.0%
Multi-race, non-Hispanic	14	3.1%
Special education	51	11.3%
Limited English proficient	57	12.7%
Economically Disadvantaged	206	45.8%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
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 including facilities, admissions, recruitment and retention. DESE liaison.	1/2014	
Nicole Mack, Principal	Responsible for overall curricular and instructional programs.	6/2016	
Josue Gonzalez, Director of El Sistema	Responsible for the El 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	6/28/2018
Allison Chow, Administrative Coordinator	CLCS leadership administrative support	7/2016	
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	

TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure

Teachers	30 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	4 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	12 <i>Consistent with previous annual reports, this figure includes classroom teachers, resident artist instructors, and special education.</i>	Mid-year departures were due to staff resignations for medical or personal reasons, or receiving offers from other school districts. End-of-year departures were due to moving out-of-state, accepting a position in another school district, and poor performance.
Other Staff	18 <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>	9 <i>Consistent with previous annual reports, this figure includes teaching assistants, arts instructors, administrators, and other support staff.</i>	Mid-year departures were due to staff resignations for personal reasons or receiving offers from other school districts. End-of-year departures were due to moving out-of-state, leaving education, or receiving offers from other school districts.
BOARD MEMBER INFORMATION				
Number of commissioner approved board members as of August 1, 2018			15	
Minimum number of board members in approved by-laws			7	
Maximum number of board members in approved by-laws			25	

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Lynn Cetrulo	Trustee	Governance, Joint Strategic Planning	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Maisha Douyon Cover	Trustee	Education/El Sistema	N/A – still in first term	Date of Election: October 31, 2016 Date of Expiration: June 30, 2019
Bethany Ford	Parent Representative	N/A	N/A – still in first term	Date of Election: December 12, 2016 Date of Expiration: June 30, 2018
Robert Grinberg	Treasurer	Finance, Executive, Joint Strategic Planning, Facilities	6	Date of Election: July 8, 2003 Date of Expiration: June 30, 2018

BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR				
Reverend Gregory Groover	Trustee	Governance, Education/El Sistema	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Gary Gut	Chair	Executive, Finance, Joint Strategic Planning, Development, Facilities	6	Date of Election: March 10, 2002 Date of Expiration: June 30, 2018
Myriah Johnson	Trustee	Joint Strategic Planning	1	Date of Election: September 16, 2014 Date of Expiration: June 30, 2020
Martha Kleinman	Trustee	Governance, Joint Strategic Planning	1	Date of Election: December 2, 2015 Date of Expiration: June 30, 2018
Danna Mauch	Trustee	Executive, Joint Strategic Planning	4	Date of Election: July 26, 2005 Date of Expiration: June 30, 2020
Staverne Miller	Trustee	Joint Strategic Planning	1	Date of Election: December 2, 2015 Date of Expiration: June 30, 2018
Kimberly Nelson	Trustee	Joint Strategic Planning, Development	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Kitty Pell	Trustee, Founding Board member	Executive, Finance, Joint Strategic Planning, Development	6	Date of Election: January 1, 1998 Date of Expiration: June 30, 2020
Bradley Richardson	Trustee	Finance, Facilities	2	Date of Election: September 1, 2011 Date of Expiration: June 30, 2020
Clay Rives	Trustee	Executive, Development	2	Date of Election: September 1, 2011 Date of Expiration: June 30, 2020
Erika Sanchez	Parent Representative	N/A	N/A – still in first term	Date of Election: November 16, 2017 Date of Expiration: June 30, 2019
Melanie Sheffield	Trustee	Development	1	Date of Election: March 20, 2014 Date of Expiration: June 30, 2020
Keree Simmons	Trustee	Finance	1	Date of Election: December 2, 2015 Date of Expiration: June 30, 2018
Kay Sloan	Vice Chair	Executive, Governance, Joint Strategic Planning	N/A – still in first term	Date of Election: October 31, 2016 Date of Expiration: June 30, 2019
Tyrone Sutton	Trustee	Education/El Sistema	N/A – still in first term	Date of Election: September 19, 2017 Date of Expiration: September 30, 2020
Lisa Wong	Trustee	Joint Strategic Planning	1	Date of Election: March 20, 2014 Date of Expiration: June 30, 2020

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, Chief Operating Officer	No change
Assistant Charter School Leader	Nicole Mack, Principal	No change
Special Education Director	Molly Janney	No change
MCAS Test Coordinator	Nicole Mack, Principal	No change
SIMS Coordinator	Nefta Ramsey	No change
English Language Learner Director	Carmen Torres, Director of Student and Family Services	No change
School Business Official	Central Source (contracted provider)	No change
SIMS Contact	Nefta Ramsey	No change

Facilities

Location	Dates of Occupancy
133 Hancock Street	August 2016 – Present
2120 Dorchester Ave	August 2014 - Present

Enrollment

Action	2018-2019 School Year Date(s)
Student Application Deadline	February 28, 2019 (Tentative Date)
Lottery	March 8, 2019 <i>Inclement Weather Date: March 12, 2019</i>

Attachment 1 - 2017-2018 List of Select Student Performances

Date	Performance/Venue	Student Performers
August 23, 2017	Performance with Landmarks Orchestra at DCR Memorial Hatch Shell	Various strings, winds, brass, and percussion student musicians
August 30, 2017	Performance at screening of <i>Dos Idiomas, Una Comunidad/Two Languages, One Community</i> at the Jamaica Plain Branch of the Boston Public Library	Various strings, winds, brass, and percussion student musicians
September 10, 2017	Performance at Newbury Open Streets	Various strings, winds, brass, and percussion student musicians in Gr. 5 - 8
September 23, 2017	Performance at Lawn on D Community Day	Various strings, winds, brass, and percussion student musicians in Gr. 5-8
October 8, 2017	HONK! Parade	All winds, brass, and percussion student musicians in Gr. 5-8
October 16, 2017	Benefit Concert for Hurricane Relief at Charles Street AME Church	Various strings, winds, brass, percussion and choir student musicians
October 17, 2017	Performance at book launch for <i>When Grit Isn't Enough</i> by Linda Nathan (Executive Director, Center for Artistry and Scholarship) at Emerson College	Selected winds and brass student musicians in collaboration with CLCS alumni student musicians and current Boston Arts Academy student musicians
October 31, 2017	Performance at book talk by Linda Nathan (Executive Director, Center for Artistry and Scholarship) at Harvard Graduate School of Education as part of their Distinguished Author series	Selected Gr. 8 strings student musicians
November 2, 2017	Performance at The Boston Home	All Gr. 4 strings student musicians
November 3, 2017	Performance at the Boston Children's Museum	All Gr. 1 student musicians
November 16, 2017	Performance at the Civic Engagement Award Ceremony hosted by the Mayor's Office	Selected brass and percussion student musicians
November 29, 2017	Performance at Music and Movement Class at the Lower Mills Branch of the Boston Public Library	All Gr. 8 winds and brass student musicians
December 2, 2017	Performance at Dorchester Stringfest hosted by Celebrity Series of Boston at the Kroc Corps Community Center	All Gr. 5-6 strings student musicians
December 3, 2017	Performance at Boston Winter at City Hall Plaza	Selected brass, winds, and percussion student musicians

December 13, 2017	Performance at the Massachusetts State House	Various strings, winds, brass, and percussion student musicians
December 16, 2017	Whole School concerts held at First Parish Church and Conservatory Lab's Upper School campus	All Conservatory Lab students K1 - 8
December 17, 2017	Performance at Holiday Choral Concert at Charles Street AME Church	All Gr. 5-8 choir students
December 20, 2017	In-school performance	Selected middle school strings student musicians participating in the From the Top partnership program
January 11, 2018	Performance at Boston Public Library's Martin Luther King Jr. Day celebration at the Strand Theater	Gr. 8 brass and winds student musicians
March 16, 2018	Performance at the Research Institute for Learning and Development's Annual Learning Differences Conference at the Harvard Graduate School of Education	Selected brass, winds, and percussion student musicians
June 1, 2018	Performance at Groovin' in the Grove in partnership with the Lilla G. Frederick Pilot Middle School	Selected Gr. 5-8 choir student musicians
June 2, 2018	Collaborative concert with Boston Arts Academy and Orchard Gardens K-8 Pilot School	Various strings student musicians
June 2, 2018	Performance at Day of Joy gathering for area El Sistema programs	Gr. 2 strings student musicians
June 16, 2018	Whole School concerts held at First Parish Church	All Conservatory Lab students K1 - 8

Attachment 2 - 2017-2018 List of Select Professional Presentations, School Visits, Technical Support, and Sharing Resources

Select Presentations at Professional Conferences

- Nicole Mack (Principal) and Hilary Shea (Coordinator of Professional Learning): Workshop presentation during the national 2017 Progressive Education Network Conference, October 6, 2017 (Boston, MA).
- Linda Nathan (Executive Director, Center for Artistry and Scholarship): Panelist for *"Peeling Back the Onion on the Civil Rights and Charter School Movements"* panel discussion as part of the Coalition of Community Charter Schools' 2017 Annual Independent Charter School Symposium, October 12, 2017 (New York, NY).
- Gerami Groover (Resident Artist): Workshop presentation during the national 2017 Arts Schools Network Conference, October 26, 2017 (Minneapolis, MA).
- Hilary Shea (Coordinator of Professional Learning) and Johnny Williams (Associate Director of Student and Family Services): Panelists during the Research Institute for Learning and Development's 8th Annual Executive Function Conference "Executive Function and Emotion - Promoting Flexible Thinking and Reducing Anxiety in School," October 27, 2017 (Lexington, MA).
- Josue Gonzalez (Director of El Sistema): Workshop presentation and performance during the international 2018 International Forum on Creativity and Learning, January 10, 2018 (Frutillar, Chile).
- Linda Nathan (Executive Director, Center for Artistry and Scholarship): Keynote presentation at the International Forum on Creativity and Learning utilizing examples from Conservatory Lab Charter School to emphasize the importance of arts-immersed education and STEAM curriculum, January 10, 2018 (Frutillar, Chile).
- Christopher Schroeder (Resident Artist): Workshop presentation during the 2018 NAMM Show (a conference hosted by the National Association of Music Merchants Foundation), January 28, 2018 (Anaheim, CA).
- Linda Nathan (Executive Director, Center for Artistry and Scholarship): Keynote presentation at the Research Institute for Learning and Development's Annual Learning Differences Conference utilizing examples from Conservatory Lab Charter School to emphasize the importance of arts-immersed education and STEAM curriculum, March 17, 2018 (Cambridge, MA).
- Nicole Mack (Principal): Panelist during a discussion of school leadership during a class session for the Perrone-Sizer Institute of Creative Leadership's second cohort, March 17, 2018 (Boston, MA).
- Nicole Mack (Principal), Hilary Shea (Coordinator of Professional Learning), Christopher Schroeder (Resident Artist): Workshop presentation during the national 2018 ASCD Empower 18 Conference, March 23, 2018 (Boston, MA).
- Linda Nathan (Executive Director, Center for Artistry and Scholarship): Panelist and moderator at the 2018 Kennedy Center Arts Summit utilizing examples from Conservatory Lab Charter School to emphasize the importance of arts-immersed education and its connections to social emotional learning and confronting racism and other equity issues in schools, April 16, 2016 (Washington D.C.).
- Linda Nathan (Executive Director, Center for Artistry and Scholarship): Panelist at High Tech High's annual Deeper Learning Conference utilizing examples from Conservatory Lab Charter School to emphasize the importance of arts-immersed education to create deeper learning, and issues of equity and racial justice in education, May 30, 2018 (San Diego, CA).
- Melissa Psallidas (Humanities Teacher) and Kathleen Jara (Resident Artist): Workshop presentation during the 2018 Reimagining-Diverse and Equitable Schools (RIDES) Conference at the Harvard Graduate School of Education, May 30, 2018 (Cambridge, MA).

Select School Visits, Technical Support, and Sharing Resources

- School Visits
 - September 27, 2018 - Sponsored by the American Civil Liberties Union of Massachusetts, Hollis Watkins (Civil Rights Activist and Freedom Singer) gave a workshop for middle school students on his work and history and observed middle school academic, music, and arts classes.

- October 4, 2018 - School Visit and Classroom Observations - Teachers from Edward Brooke Charter School visited and observed K1 - Gr. 2 classes.
- October 18, 2018 - School Visit and Classroom Observations - Visitors including leaders from School Partnerships on the Families for Excellent Schools MA team, Year Up, and Teachers Connect, visited and observed K1 - Gr. 2 academic, music, and arts classes.
- November 9, 2017 - School Visit and Classroom Observations - Visitors including Dean Joseph Berger (Professor of Education and Dean of the College of Education at UMass Boston), Carol Johnson (Founder and President of Johnson String Project), and Gianna Cassetta (co-author of Classroom Management Matters and No More Taking Away Recess and Other Problematic Discipline Practices) visited and observed Gr. 3-8 academic, music, and arts classes.
- November 16, 2017 - School Visit and Classroom Observations - Students from the Harvard Graduate School of Education and administrators from City School of the Arts visited and observed Gr. 3-8 academic, music, and arts classes.
- January 30, 2018 - School Visit and Classroom Observations - Visitors with a variety of arts, education, and family-centered social services backgrounds visited K1 - Gr. 2 academic, music, and arts classes
- March 1, 2018 - School Visit and Classroom Observations - Visitors with a variety of arts, music, education, and management backgrounds visited Gr. 3 - 8 academic and music classes. The visitor group included teachers from Seven Hills Charter School also engaged in an in-depth discussion with Ms. Psallidas (Gr. 6 Humanities) and Mr. González (Director of El Sistema) regarding Conservatory Lab's approach to arts integration.
- March 19, 2018 - School Visit - Dr. Adele Diamond (Professor and Canada Research Chair in the Department of Developmental Cognitive Neuroscience at the University of British Columbia) is one of the world's leading neuroscientists. Her research focuses on executive function. Dr. Diamond visited classes and met with teachers and school leaders about Conservatory Lab's program model and its intersection with her research on executive function.
- April 4, 2018 - School Visit and Classroom Observations - Guests from the Harvard Kennedy School, VSA Massachusetts, Upham's Corner Health Center, Boston University, The Strand Theater, and Friends of Matènwa, along with students from the Harvard Graduate School of Education visited and observed K1 - Gr. 2 academic, music, and arts classes.
- April 25, 2018 - School Visit and Classroom Observations - Regional Ministers and staff members of Argentina's national Ministry of Education, along with representatives of the Varkey Foundation visited and observed K1 - Gr. 2 academic, music, and art classes. The visit included an in-depth discussion with academic and musical school leaders regarding the school's best practices.
- April 26, 2018 - School Visit and Classroom Observation - Four learning specialists from Prospect Hill Academy Charter School visited and observed Lower School reading intervention sessions utilizing the Reading Recovery program. The Prospect Hill team engaged in an in-depth discussion with CLCS Principal Nicole Mack and Learning Specialist Meghan Hines around best practices for the implementation of this targeted reading intervention.
- May 9th, 2018 - School Visit and Classroom Observation - Guests from the East Boston Early Education Center, the Harvard Graduate School of Education, Birches School, and Massachusetts College of Art and Design visited and observed K1 - Gr. 2 academic, music, and arts classes.
- May 18th, 2018 - School Visit and Classroom Observations - Zoe Marinkovich, teacher at Summit Public Schools (Bay Area, CA), visited and observed Gr. 3 - 8 academic and music classes. Ms. Marinkovich's visit included an in-depth discussion with middle school humanities teachers and Director of Curriculum and Instruction for Humanities regarding implementing long-term units of study such as expeditions.
- Published Blog Posts on the Center for Artistry and Scholarship Website
 - "Affection for Place: Re-enchanting the Classroom" by Elizabeth Schibuk (CLCS Gr. 7-8 Science Teacher)
 - "We'll Still Rise" by Brad Barret (CLCS Resident Artist)
 - "Building Ownership and Authentic Learning" by Jill Davidson (CAS Program Director)
 - "Reflections on the 2018 Kennedy Center Arts Summit" by Linda Nathan (CAS Executive Director)

- “The Importance of Creativity in Human Development” by Rachel Sacks (CLCS Foundation Community Liaison)
- “Deeper Learning: The Conference and the Connections that Followed” by Linda Nathan (CAS Executive Director)
- “Maestro José Antonio Abreu, 1938 - 2018” by Mark Churchill (Founding Board Member, Conservatory Lab Charter School)
- “CAS at Puelche Frutillar” by the Center for Artistry and Scholarship
- “If You believe, Your Dreams Will Come True” by Rachel Sacks (CLCS Foundation Community Liaison)
- Published Resources
 - “Building Ownership and Authentic Learning at Conservatory Lab Charter School through Projects and Learning Expeditions” by Jill Davidson (CAS Program Director) with contributions from Nicole Mack (CLCS Principal), Linda Nathan (CAS Executive Director), and Hilary Shea (CLCS Coordinator of Professional Learning).
- Additional Dissemination Efforts, Technical Assistance, and Resource Sharing
 - Josue Gonzalez (Director of El Sistema): Team coach and facilitator during the Center for Artistry and Scholarship’s Creative Learning for Equity School Design Colloquium - a day-long inquiry into school design using the arts, storytelling, and design thinking as ways of learning, collaborating and addressing challenges among educators committed to creating equitable and innovative schools, March 10, 2018 (Cambridge, MA).
 - 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 Linda Nathan, CAS Executive Director.
 - Kathleen Jara (Resident Artist) and Brad Barrett (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 46 other fellowship cohort members.
 - Linda Nathan (Executive Director, Center for Artistry and Scholarship): When Grit Isn’t Enough Book Tour - 30+ speaking engagements and events
 - In October, Beacon Press released Linda Nathan’s second book, *When Grit Isn’t Enough: A High School Principal Examines How Poverty and Inequality Thwart the College-for-All Promise*. Through the exploration of five myths, Nathan confronts long-held assumptions about college access and takes a sobering look at how current practices and policies push poor and first-generation students off the college track. She also explores alternative pedagogies and educational practices - particularly those used in arts-immersed schools - and the role they can play in crafting an educational system that does not disadvantage students on the basis of race or income. Promotion of the book at venues and events locally and nationally continue to serve as opportunities for Linda, in her role as Executive Director of the Center for Artistry and Scholarship, to disseminate the Conservatory Lab model. As she dissects for audiences some of the myths informing mainstream educational pedagogies, she shares Conservatory Lab’s project-based and arts-immersed model (along with the models of other arts-immersed schools) as examples of how progressive schools with a rich arts component can provide a way forward as we work toward an educational system that is equitable and just for all students.
 - 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. The Center 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.

- Tess Plotkin (Participant, Cohort 2 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.

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)