Application for Renewal of a Public Charter School

“To Learn, to Lead, to Serve”

637 Washington Street
Dorchester, MA 02124
Tel#: (617) 287-0700
Fax#: (617) 287-9064
www.codmanacademy.org

Contact: Meg Campbell, Executive Director
mcampbell@codmanacademy.org
617-287-0700 x.103

Date of application approval by the Board of Trustees: July 21, 2015
Application submission date: July 31, 2015
July 30, 2015

Dr. Mitchell Chester  
Commissioner of Elementary and Secondary Education  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148

Dear Commissioner Chester and Members of the Board of Education,

On behalf of Codman Academy Charter Public School, we are very pleased to submit our third charter renewal application. For the past fourteen years, Codman Academy has worked alongside the Codman Square Health Center to serve the Codman Square neighborhood of Dorchester, MA, pioneering a unique fusion of education and wellness initiatives in the process.

Codman Academy opened its doors in response to a great community need for a college-preparatory high school and has continued to work with a vast variety of community partners -- as you will see throughout our application -- to connect its students with curricular, enrichment, higher education, and professional opportunities of the same caliber offered to students in suburban communities. Each year, we strengthen our current partnerships and forge new ones; as we have continued to grow and evolve as an organization, we have never forgotten that we are not alone in our endeavors and maintain our conviction that a child’s future should not be decided by her/her zip code or family income. We are very fortunate to be able to draw on the many strengths of our Dorchester community and of the greater Massachusetts community; our students have access to a richer array of cultural, historical, and intellectual institutions than anywhere else in the country.

Growth is a prominent theme in our application. We place a particular emphasis on academic growth as well as healthy physical and social-emotional development. However, during our past charter term, it became evident that in order to best support our students and alumni and to address the needs of our community, we needed to grow as an organization. In February 2013, we embarked on an expansion project to become the first K1-12 charter public school in Boston. Since receiving our additional seats, we have added grades K1, K2, 1, 2, 5, and 6 in the span of two years. We have also secured a new home, the historic Lithgow Building, for these grades.

We have work ahead to add the remaining grades, move into our new building, and to create a unified K1-12 school. We will undertake these tasks with a growth mindset, continuing to take pride in the accomplishments of our students, staff, and alumni while always seeking out opportunities for revision and improvement. Feedback is an invaluable factor in this quest. Thank you for continuing to support our school.

Sincerely,

Meg Campbell, *Executive Director*  
Thabiti Brown, *Principal*  
Bill Walczak, *President of Board of Trustees*
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To offer students an outstanding, experiential education, the school has deep partnerships with the Codman Square Health Center (CSHC), Expeditionary Learning (EL), Huntington Theatre Company (HTC), Dorchester YMCA, American Youth Foundation (AYF), and Tutors for All, in addition to a number of smaller-scale partnerships.

Mission: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond. Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.
Mission and Key Design Elements

Since inception, our school was designed to transform lives. Codman’s Board of Trustees, Foundation Board, teachers and staff exist to deliver on the promise of our mission, vision and core values.

Mission: Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education and beyond. Vision: We educate the whole student: mind, body, and character. With the city and world as our classroom, we build a school community rich in rigorous academics and daily experiences of discovery. We continue to support our alumni in realizing their potential after graduation.

Our core values are expressed in Expeditionary Learning’s ten design principles (See Appendix F), which are drawn from the work of Outward Bound’s founder Kurt Hahn, Eleanor Duckworth and other educational leaders. Learning is an expedition into the unknown. Expeditions draw together personal experience and intellectual growth to promote self-discovery and construct knowledge. We believe that adults should guide students along this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. Addressing individual differences profoundly increases the potential for learning and creativity of each student. Given fundamental levels of health, safety, and love, all people can and want to learn. We believe expeditionary learning encourages the natural passion to learn and is a powerful method for developing the curiosity, skills, knowledge, and courage needed to imagine a better world and work toward realizing it.

ESE’s Year 14 Site Visit Report noted that “all stakeholders (trustees, school leadership, teachers, and students) share a common understanding of the school’s mission and key design elements.”

Rigorous Academics

A student who attends Codman Academy from K1 to grade 12 will have an opportunity to participate in an array of curricular experiences – from studying honeybee colony collapse as a kindergartener, to analyzing water quality in the Neponset River Estuary as a 5th grader, to using physics concepts as a 10th grader to gather data on vehicular speeds to be included in a proposal for the Boston Transportation Department to shut down a dangerous street. In the latter case, students persuaded the City of Boston to fund a traffic study, which is currently underway. These meaningful experiences connect course content to common core standards, knowledge/skill development and civic engagement. All teachers build lessons around expeditions and fieldwork, and many teachers have collaborated with other EL teachers locally and nationally to share and implement successful expeditions used at other schools.

The 2014-2015 school year marked the addition of our second Advanced Placement course, AP English Language and Composition, which follows the introduction of AP Biology in the 2013-2014 school year. All Codman seniors now take both AP courses, with differentiation and individual accommodations available for those who need extra support with this challenging curricula.

In the 2014-2015 school year, we used a Singapore Math curriculum for grades K-8; however, we will be transitioning to EngageNY math modules for the 2015-2016 school year. We employed Lexia Reading for literacy curriculum and will continue to do so in the coming year. This spring, we began working with Achievement Network (ANet) and will employ their assessment system in our lower school for the 2015-2016 school year.
Social-Emotional Support
Mental health is a vital component to overall health. Codman strives to provide a safe environment for students and staff in order to allow students to focus on academic pursuits. Our full-time school Social Worker and two Student Support Coordinators work to ensure that students are supported and given access to mental health services. Support for social/emotional health manifests itself differently depending on the age of the student.

In the upper school, the Social Worker explicitly teaches techniques for maintaining socio-emotional health through the Talking Circle course and one-on-one conversations. These individual and group counseling experiences provide a point of connection for students to mental health services. Since everyone in the upper school division takes the Talking Circle course in the 9th grade, everyone has at some point “gone to see Shelby”. We are intent on de-stigmatizing mental health support.

In the lower and middle school divisions, Student Support Coordinators conduct family intake meetings to get to know new students and families, coordinate Parent Council meetings and generally aim to stay in regular communication with parents and students. Housed primarily in the Student Support Centers, each Student Support Coordinator interacts most often with students who have the most difficulty regulating themselves. We recognize growth in students when they are able to use the same language that our Student Support Coordinators use in moments of frustration, anger or disappointment.

Specifically, the Social Worker and Student Support Coordinators:
• Teach students how to recognize and address depression
• Meet with every new student and parent or guardian to establish a relationship and identify areas for support
• Provide resources, strategies and tools to teach students how to recognize the signs of and reduce stress
• Counsel students on how to deal with the daily challenges in life
• Connect students and families to additional support services, particularly within the Codman Square Health Center

Wellness – Physical Fitness
Located within the Codman Square Health Center, Codman Academy has the unique opportunity to partner with health care providers to promote wellness. We aim at providing a comprehensive learning environment for developing and practicing lifelong wellness behaviors. Physical Education, Health, Nutrition and Science courses support students in defining disease prevention as a key means for social empowerment, identifying steps to address social injustices relating to wellness, as well as barriers to healthy eating and physical activity, and developing personal eating and physical fitness plans/routines to ensure a healthy life. Our goal is for our students to get the equivalent of entry-level community health worker training so that each can advocate for healthy life choices with friends, families and neighbors.

Post-Codman success
Since our inception, 100% of our graduates have completed the Mass Core curriculum, positioning themselves for 100% acceptance rates at colleges and universities. In 2013-2014, 30% of Black Boston Public School (BPS) students and 34% of Latino BPS students completed the Mass Core. At Codman Academy, the Mass Core is not an elective: all students are required to complete it.

Over the past five years, in response to internal feedback from our alumni and data from our board Academic Achievement Committee as well as the national issue of rising college student debt, we have become more nuanced in our approach, opting to present a wider array of post-secondary education opportunities including two-year colleges, internships and professional certification programs in addition to our continued strong focus on four year colleges and universities. We have simultaneously raised
academic standards (requiring two AP courses, for example) while broadening post-Codman options by working closely with certificate/vocational programs and organizations such as Year Up. Our deep partnership with Bottom Line as well our Dean of Alumni position ensure that Codman graduates receive ongoing guidance and support.

Within our past four graduating classes (Class of 2011-Class of 2014), 78% of our alumni fall into one of the following categories: 1) have graduated or on track to graduate with a four-year Bachelor’s degree; 2) have graduated or on track to graduate with a two-year Associate’s degree; or 3) have completed a certificate program. A closer look at data from the past two graduating classes reveals an even higher rate of success in college and certificate programs, with 88% of the Class of 2013 and 97% of the Class of 2014 enrolled in college or certificate programs.

During their time at Codman, students participate in at least one two-week long professional internship in an area of interest. The process for choosing an internship often begins with a simple question: “What is your passion?” Our College and Career Advising program, which begins in grade 9, includes a unique college speed-dating event with representatives from universities, moderated panel presentations featuring Boston-area professionals, financial literacy workshops and regularly scheduled college visits.

### Amendments to the Charter

<table>
<thead>
<tr>
<th>Date</th>
<th>Amendment Requested</th>
<th>Approved?</th>
</tr>
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<tbody>
<tr>
<td>June 2012</td>
<td>Add grades K1-8, expanding maximum enrollment to 345 students in grades K1-12.</td>
<td>Yes</td>
</tr>
<tr>
<td>November 2012</td>
<td>Update mission statement so that it reads: “Our mission is to provide an outstanding, transformative education to prepare students for success in college, further education, and beyond.”</td>
<td>Yes</td>
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<tr>
<td>February 2013</td>
<td>Expanded charter to include grades K1-12 with a maximum enrollment of 345.</td>
<td>Yes</td>
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<tr>
<td>February 2014</td>
<td>Change in roll-out of expansion of grades: K1 and K2 during the 2013-2014 school year; grades 1, 2, 5, and 6 during the 2014-2015 school year; grades 3 and 7 during the 2015-2016 school year; and grades 4 and 8 in 2016-2017. This change puts CACPS on track to be at full capacity a year earlier than originally planned.</td>
<td>Yes</td>
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### Upcoming Amendments

An amendment request for 20 additional seats in total for grades K1-8. We propose adding two (2) students per grade in K1-8, raising class size to 22 per grade. (Submitted on July 31, 2015).

### Dissemination Efforts

The sharing of best practices has been an integral component of Codman Academy’s overall mission and vision over the past five years. As an Expeditionary Learning school, we are part of a robust - and growing - national network. As a school with a strong social justice component, we see ourselves as part of a larger educational community. Our leadership, staff, and students engage in a variety of
dissemination strategies, reaching out to educators and non-educators, well-established institutions and fledgling institutions, businesses and nonprofits, as well as foundations, healthcare professionals, and policy-makers both local and worldwide. Codman Academy is regularly called on to share the methodology behind its co-located school/health center partnership, holistic and experientially-centered curriculum, extended time program, theatre partnership with the Huntington Theatre Company, enrichment programming, and green initiatives.

Over the past five years, we have welcomed visitors including:
- Governor Deval Patrick
- Senator Elizabeth Warren
- Mayor Thomas Menino
- Mayor Marty Walsh
- Dr. Tommy Chang, Superintendent of Boston Public Schools
- Nonprofit leaders from City Year, Mass Insight, and Lead Boston
- Educators from Weston Public Schools
- Secretary of Education Matthew Malone and 20 other education leaders from across the country, as part of Hewlett-Packard Foundation’s study group on “deeper student learning”
- Chi Yanjie, professor in the School of Education Science, Shenyang Normal University in China
- Eugene Muhire, English teacher from the Rwamagana Lutheran School in Rwanda
- Representatives from Sacred Heart College in Johannesburg, South Africa
- Representatives from the Ministry of Education in Kenya
- Teach for America teachers and alumni
- Educators from The High School Affiliated to Henmin University of China

Website
In the summer of 2014, the school launched a re-designed website, www.codmanacademy.org. On our new website, we have incorporated a number of features to further emphasize dissemination. Our new Upcoming Events and News and Announcements features on our homepage share new information daily, and the Success tab of our website provides quick, easy access to governance and reports, media, research, and student work. Codman Academy has been regularly featured in The Boston Globe, Dorchester Reporter and other news outlets. Programmatic information is available under Life at Codman and Partnerships, while the Learning tab outlines several components of our core academic philosophy and curriculum.

Dissemination Activities
- Members of the Class of 2015 participated in the #BlackLivesMatter Youth Summit at Harvard Law School, sharing their insight on social justice with the Boston legal community.
- Each year, staff and students attend conferences and events nationally where they share best practices. As part of the school’s relationship with EL, the school sends roughly five staff members (including two to three on average who present and teach Master Classes) annually to the EL National Conference. In 2014-2015, the Conference was held in Boston. 10th grade physics teacher Maggie Sachs-Mahmood and 9th grade biology teacher Jianan Shi taught Master Classes, and Codman was selected to host educators as a pre-conference host site.
- As the only school located inside a community health center, we continue to garner national interest in replicating this model. Currently, Executive Director Meg Campbell is serving on the design team for Startup:Education to develop a school-health center partnership in the Bay Area that begins at birth.
- As part of a 2015 Quality Teaching for English Learners (QTEL) initiative, visitors observed a Physics class with Ms. Sachs-Mahmood, who presented a 2-day lesson plan created in collaboration with 6 other Boston-area teachers.
• Physics students met with Boston Transportation Staff and delivered a presentation at the **Massachusetts State House** on their study on traffic on dangerous street in the Codman Square neighborhood.

• **Harvard Ed. Magazine**’s May 2015 article, “Does it have to be so complicated?” features Codman’s Crew system as a low-cost strategy for education reform.

• Two Codman seniors, along with Humanities teacher Blair Baron, presented at **Harvard University’s Alumni of Color Conference (AOCC)**, as well as in a class at the Harvard Graduate School of Education, on Codman’s Senior Talk tradition.

• Dean of College and Alumni Advising Liane Hypolite presented at the **National Association for College Admission Counseling (NACAC) conference**, Guiding the Way to Inclusion, with an admissions representative from Bentley University.

• In 2014-2015, we launched the Codman Square Health Center/Codman Academy (**Codman²**) partnership website, [www.codmansquared.org](http://www.codmansquared.org) and published and circulated a partnership ‘blueprint.’

• Thabiti Brown is currently working with the Charles Hayden Foundation and representatives from several local schools on the **Young Man with a Plan program**, which focuses on guiding a cohort of young men of color to high school graduation.

• **Blue Cross Blue Shield Fellow** Jessica Eves spent six months on site in the 2013-2014 school year documenting our partnership with the **Codman Square Health Center** and sharing best practices with schools interested in educating low-income students with a more trauma-informed, holistic approach integrating health and social services with education.

• In 2012, Meg Campbell was a founding board member of the dual-language **Margarita Muniz Academy**, a BPS Innovation School.

• Since 2012, Codman Academy has served as an **EL Mentor School** and has shared its best practices in the areas of curriculum, instruction, assessment, culture and character and school leadership while also hosting on-site professional workshops for educators from around the country.

• In 2011, Ms. Campbell became the first charter school leader to be appointed to the **Boston School Committee**, through which she has shared best practices with the larger public school community and has served as co-chair of the School Quality Work Group.

• Since 2010, Codman Academy has assisted **Baystate Academy** in creating a similar partnership and colocation agreement with Baystate Health (Baystate Medical Center).

### Awards

We view recognition of achievement by members of our school community as a means of spreading the good word about our work.

• 2014 and 2015: Codman Academy was awarded with a bronze medal from **US News and World Report Best High Schools rankings**.

• 2013 and 2015: Codman’s slam poetry team was the **Massachusetts State Champion of the Massachusetts Literary Education and Performance Collective (MassLEAP)’s Louder than a Bomb competition**

• 2015: Carla Velasquez ’16 as the **Massachusetts State Winner of the August Wilson Monologue Competition**. In 2014, Oliver Hernandez ’15 was the only public school student from Boston to make the state finals of the **English-Speaking Union Shakespeare Monologue Competition**.

• 2015: Dean of Enrichment Porsha Olayiwola was named **U.S. Champion, World Slam Poetry Competition**

• 2014: Mr. Brown and Ms. Campbell received **Hidden Heroes Millennium Awards** from the Codman Square Neighborhood Council.

• 2014: Mr. Brown was recognized as one of the **2014 Ten Outstanding Young Leaders (TOYL)** by the Greater Boston Chamber of Commerce.
• 2014: Mr. Brown was the recipient of the Expeditionary Learning Schools’ inaugural Silverberg Leadership Award and delivered a speech about Codman’s emphasis on social justice on the closing day of the conference.

• 2013: Ms. Campbell was chosen for the Lewis Changing People’s Lives Award by Grand Circle Travel Foundation. This award, the foundation's highest, is presented to an individual who has "achieved outstanding results, despite overcoming extraordinary obstacles, and has significantly impacted the lives of others through risk-taking, entrepreneurial spirit, and leadership."

• 2012: Codman Academy was one of 14 schools nationally to be recognized with the EPIC National Charter School Consortium Silver Award, based on a value-added analysis conducted by Mathematica Policy Research.

• 2012: Former Dean of Enrichment Nora Dowley was awarded the Margaret Addis Memorial Scholar Program fund, which enables secondary school counselors from underrepresented areas to attend the New England Association for College Admission Counseling Annual Meeting and Conference.

• 2012: Former Wellness Director Mbakwe Okafor was recognized by the The Boston Globe as a Globe 100 Award winner for his work pioneering Codman’s nutrition program.

• 2012: Director of Career Development and Sustainability Lisa Graustein received the Service Learning Teacher Award from the Community Service-Learning (CSL) Advisory Council to the Board of Elementary and Secondary Education as part of the Annual Massachusetts Service-Learning Leader Awards Program.

Academic Program Success

Student Performance

Past Five Years
Over the past charter term, Codman Academy has had record-setting success as measured by achievement (proficiency) and growth (Student Growth Percentile/SGP) on the MCAS. In 2012, Codman’s median SGP for Mathematics was 82 (5th in the state) while our SGP for English Language Arts (ELA) was 78 (3rd in the state), for a combined SGP of 160, the highest of any school district in the state. Over the past five years, Codman students have scored as high as the 78th percentile and have averaged at the 70th percentile in student growth for ELA, and as high as the 85th percentile and have averaged at the 80th percentile in mathematics.

As evidenced by the graph below, Codman’s average Math SGP over the past five years (80) falls in the same range as other high-performing charter schools serving a similar demographic (MATCH and City on a Hill) and is 24 points higher than the Boston Public Schools average and 31 points higher than the Jeremiah E. Burke High School (our neighboring high school which would likely be the alternative option for students if Codman did not exist). Similarly, Codman’s average ELA SGP (71) falls in the same range as MATCH and City on a Hill while rising 23 points above BPS and 35 points above Burke. These results demonstrate the strong ‘value add’ that a Codman education has consistently provided its students.
Furthermore, relative to its peers, Codman ranks high in terms of achievement (% of students earning Proficient/Advanced), particularly when compared with schools that educate a similar student demographic. Codman students have scored 2.25 points higher than the state average in ELA (89%) and 10.5 points higher than the state average in Science (93.25%). Additionally, Codman's MCAS scores have consistently been above the Boston average, by 17 points ELA, 13 points in Math, and 14 points higher in Science.

Codman has demonstrated significant strength in serving subgroups prevalent in our community (as seen below), including African American students, Latino students, low-income students, and high-needs students. Codman’s average Advanced/Proficient Achievement scores on the MCAS over the past five years showcase the quality of our program. Students in all three subgroups performed at least 20 points higher in both ELA and Math than their peers at local public schools serving comparable demographics.
Strong outcomes for MCAS achievement and growth can be attributed to the outstanding work of our students and teachers, in both the regular school day and the Tutorial program, which is operated through our partnership with Tutors for All. Tutorial pairs students with tutors for personalized math and literacy instruction on Saturdays. Students receive roughly 65 hours of personalized tutoring over the course of their 9th and 10th grade years through the Tutorial program.

**Level 1 to Level 2**
Codman Academy earned a Level 1 rating (the state’s highest level) in both 2012 and 2013. In 2014, we received a Level 2. This change in status is primarily due to a drop in our MCAS participation rate from 100% overall (2011-2013) to 97% for ELA and Science (one student did not participate) and 93% for Math (two students did not participate). Having one fewer assessed student for the Math MCAS dropped us below the 95% rate and reduced our overall score.

As indicated in the chart below, we met our target for Progress and Performance Index (showing our progress toward narrowing proficiency gaps), with an increase of 4 points. Our School Percentile dropped slightly from the 45th percentile in 2013 to the 43rd percentile in 2014.

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<th>Cumulative PPI</th>
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<td>2012</td>
<td>46</td>
<td>78</td>
</tr>
<tr>
<td>2013</td>
<td>45</td>
<td>77</td>
</tr>
<tr>
<td>2014</td>
<td>43</td>
<td>81</td>
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When administering the MCAS this past spring, we focused on improving our students’ participation by calling all families, particularly targeting families of students with high rates of absences and tardies. As a result, we successfully increased our participation rate for the 2015 exams.

**Program Delivery**

**Curriculum**

Faculty and staff at Codman aim at creating compelling curricula that activate interest and enthusiasm in students. When we are able to tie state standards to engaging questions about content/skills/our world, we create an intrinsic desire in students to engage in the hard work necessary to develop skills and reach proficiency. Wherever possible, we create curricula that culminate in student creation of authentic products (i.e. performances before live audiences or presentations to state agencies).

Teachers are the primary holders of curricula; they use curriculum maps for their courses/grades to generate plans at the Expedition, Case Study, Weekly and Daily lesson plan levels. Curriculum maps and all other curricular materials are housed in a shared folder on Google Drive. Curricular materials are aligned to state curriculum frameworks and standards; teachers and academic deans translate standards into student-friendly learning targets (LTs). The vast majority of educational experiences at Codman are framed in learning target language. Students and teachers use learning targets to measure progress toward proficiency (See Appendix G).

In close collaboration with academic deans and colleagues, teachers modify and update curricular documents to meet students’ needs. Major revisions to curricula occur during the summer; minor revisions are a daily occurrence, often taking place as a result of collaboration between colleagues, in response to lesson feedback via coaching, in response to student outcomes or as the result of field testing an idea encountered during professional development. Our specialized instructional staff (special education and ELL teachers in particular) often modify curricula and assessments to meet the needs of diverse learners.

In response to our rising ELL population (three students in 2012-2013 to eighteen students projected for 2015-2016), the school has embarked on a strong push to improve Sheltered English Immersion (SEI) instruction. Teachers are using skills developed in Quality Teaching for English Learners (QTEL) and Rethinking Equity and Teaching for English Language Learners (RETELL) courses to adjust curricula across disciplines so that it supports the development of academic language for all students.

Our deep interest in providing a holistic education has yielded the development of curricula and assessments to teach content and skills for healthy living. As such, Codman has developed documented
curricula for Talking Circle (a social-emotional health-positive group for 9th graders), Physical Education courses (grades 5-12), Nutrition (grade 9) and our expanded Health Education program (now grades 5-12).

While the upper school benefits from 14 years of curricula to draw from, the middle and lower schools are one and two years old, respectively. As such, much of the curricula are a work in progress. In response to teacher requests to increase supports on the curriculum development front, we will be introducing a number of tools for the 2015-2016 school year. Teachers in grades K-8 will adopt the EngageNY math modules as the foundation of the mathematics curriculum, Project Read, as the phonics/word study curriculum and Open Circle as the social-emotional curriculum. Additionally, we are closely aligning the expedition curriculum map to that of our sister Expeditionary Learning school, Conservatory Lab. Close alignment gives teachers at Codman the support of a colleague in another building who is teaching similar curricula.

While we value depth over breadth, we have responded to feedback from alumni to more closely align our courses with post-secondary education experiences by increasing the rigor and speed of coursework through the implementation of Advanced Placement classes for Biology and English. 2015-2016 was the first year where Codman offered both AP Biology and AP English: Language and Composition courses; all seniors were enrolled. We intend to continue enrolling the vast majority of 12th grade students in both courses.

**Instruction**

Expeditionary Learning emphasizes learning by doing, with a particular focus on character, growth, teamwork, reflection and literacy. Teachers connect high quality academic learning to adventure, service, and character development through a variety of student experiences including interdisciplinary, project-based learning expeditions.

Teachers use common instructional practices to create an academically rigorous environment and move the needle on student achievement.

Classes in grades K1-4 weave together a balanced literacy model, using Reader’s and Writer’s Workshop formats, with compelling social studies, math and science content in order to teach expeditions that engage and inspire students. Classes investigate multiple case studies of a given topic in order to draw conclusions about historical patterns, to discover how the natural world works, and to find commonalities among subjects of study.

Classes in grades 5-12 are guided by a posted agenda and begin with a “Do Now”. Assignments (classwork and homework/“Practice and Prep”) are clearly presented, as are the learning targets for the lesson, and often for the year. Most classes include mini-lessons, group work and independent practice. Classes typically end with a round of self-reflection by the students, called “kudos” and “deltas”.

While test performance and growth outcomes vary from year to year, we aim to take students wherever they are and improve their ability. Much of this work is done during class time, but we also provide additional tutoring time (Tutorial Program), supervised study hall time and targeted intervention time (Academic Enrichment Block, Skill Block, Office Hours). We plan to continue to offer these programs in the 2015-2016 school year.

For the past few years, our instructional practice goal has been linked to improving students’ ability to think critically when grappling with complex texts and problems in order to bolster their success with new Common Core standards and in life in general. Teachers engaged in professional development sessions developed in house by colleagues (teachers and academic deans) and by our EL School Designer
to learn about and practice techniques, including the Workshop 2.0 model and student talk protocols, to support students in doing the “heavy lifting” during class. When implemented effectively, visitors will see students accessing past knowledge, puzzling through problems (individually and in groups) and generating new knowledge.

At various points during the last charter term, we had uneven implementation of high quality instructional practice. With the instructional changes that we are making for the 2015-2016 school year (and given that it will be our second year with grades 1, 2, 5, and 6), we expect to see progress in this area (i.e. consistently posted Learning targets, higher student engagement and expectations for student behavior across the board, and more consistent use of thoughtful questioning techniques). Responsibility for quality control lies in the hands of school leadership, specifically the Executive Director, Principal, and Academic Deans. Teachers have a clear description of high quality instruction via the Codman Teacher Performance Review Rubric. Although very few educators are able to score in the proficient range for all qualities across the entire rubric, Codman expects teachers to be proficient or moving quickly toward proficiency in most categories. The school provides teachers who struggle to meet the standard with higher levels of support (i.e. increase frequency of classroom observation and feedback, coaching sessions and strategically deployed professional development opportunities). Teachers who are unable to make significant progress do not remain at the school after the 90-day probation period or at the end of the school year.

**Assessment and Program Evaluation**

For the majority of Codman’s history, the students and staff, have engaged in the process of creating an Intention; an Intention is a statement that describes a “way of being”. Specifically, Codman community members identify who they want to be when they are at their best. After sharing their Intention publicly, students and staff reflect on their Intention statements and track their progress in meeting their goals. Intentions provide a way for all of us to hold each other accountable for contributing in a positive way to the school community.

The spirit of goal setting, constant reflection, public accountability, and revision to take positive strides fosters high academic standards and a strong will to succeed in the face of obstacles. This element of our school culture has taken on an increased importance during this historical period of significant growth.

We are currently building on the successful assessment and program evaluation processes we’ve established at the upper school. Teachers and school leaders regularly review student and program data as a means of planning the next level of work. Analysis and planning for academic assessments currently takes place at grade team meetings (i.e. all 10th grade teachers), department meetings (i.e. Mathematics), division meetings (i.e. lower school) and coaching meetings (i.e. teacher and academic dean), depending on the exam.

The upper school administers the MCAS/PARCC, Group Reading Assessment and Diagnostic Evaluation (GRADE), SAT, PSAT, AP Biology exam, AP English Language and Composition exam, Accuplacer, and a variety of classroom-level assessments (tests, quizzes, exit tickets, on-demand essays). In order to align with the middle school, the upper school will replace Group Mathematics Assessment and Diagnostic Evaluation (GMADE) with Measures of Academic Progress (MAP). In addition to classroom-level assessments, the middle school administers MCAS/PARCC and MAP, while the lower school administers Fountas & Pinnel and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

For classroom-level assessments, we use our standards-based grading (SBG) model; we track student achievement through performance on learning targets that are aligned with state and Common Core standards. SBG has been a part of Codman’s assessment practices since the 10th grade team conducted a pilot in 2010-2011 that was later adopted by the full school for the 2011-2012 school year.
Our theory of action is: If we implement standards-based grading appropriately (name standards, accurately assess what students know/are able to do based on standards, and re-teach to improve ability), then teachers will intervene more effectively when students need additional support to reach proficiency, students will learn more (measured as quality of content understanding, not just number of concepts exposed to), overall levels of proficiency will increase and more students will earn credit/be promoted/graduate.

Standards-based assessments are used to measure student mastery of learning targets. Standards-based grading intends to more accurately assess student understanding. The goal of the system is to provide teachers, students, and parents with specific feedback about student performance. Grades are criterion-referenced (rubric referenced) for all assignments on a four-level grading system; grades are organized under ‘big’ learning target categories (i.e. “I can comprehend and analyze challenging texts”) instead of assignment type categories (i.e. Homework).

SBG allows for teachers to have instant access to critical information about student progress toward mastery. Our teachers who are most successful at utilizing the practices, as detailed in the school’s Assessment Guide, use the data to improve individual and group instruction. Most often, these are upper school teachers who have had the opportunity to re-teach their curricula, revising learning target language and instruction on concepts as they progress in their Codman careers. Our challenge in the lower and middle schools is to quickly move teachers through the Developing level implementation of SBG to the Proficient level.

In response to teacher requests for more supports for assessing what students know and data that suggest lower-than-hoped-for levels of achievement for students in K1-8, the school is contracting with the Achievement Network (ANet) for the 2015-2016 school year. ANet’s framework asks teachers to master the standards they need to teach, link standards to curricula and strong instructional practices, assess students on progress against standards, analyze results, and plan for shoring up skills for individuals and groups. This will be the first time that Codman is implementing an interim assessment system as robust as ANet. We intend to use ANet’s best practices for data-driven instruction, in conjunction with lessons learned from Bambrick-Santoyo’s Driven by Data and HGSE’s Data Wise project, to strengthened data-informed instructional practices K1-12.

Codman regularly assesses programs outside of the core work of academic achievement. While this happens all year, extended professional development sessions in June and August are often the best time to engage in deep analysis. Staff meet in teams during June PD (approximately 40 hours) to assess progress against annual goals in Wellness, Crew, Grade Teams, Student Accountability (discipline), Student-led conferences, Student Support Teams, Instructional Leadership, Development, Departments (i.e. Science) and the like. The simplest protocol – What worked?, What didn’t?, What do we do next? – yields a stunning array of deeply thoughtful solutions for next year’s work. For example, this past June the middle and lower school teams developed a first draft of division-wide practices aimed at dramatically increasing the percentage of time where classrooms are highly conducive to learning. The teams continue their work during August PD (approximately 80 hours).

The involvement of key staff stakeholders in data gathering, analysis and program re-design yields a highly committed, intrinsically motivated group of educators.

**Support for Diverse Learners**

**English Language Learners**

Support for English Language Learners (ELL) continues to be a priority at Codman, as we exist to offer an exemplary education to all students enrolled. We have developed strong protocols and procedures for ELL students that are consistent with federal and state laws. During the 2014-2015 school year, we
enrolled a record eight ELL students. Although we have fairly low enrollment of ELL students, we continue to grow in this demographic.

We are currently meeting all ESE expectations of ELL instruction based on current mandates. Our ELL program is successful in preparing students to engage in content area classes and as part of the school community. Much of that success is achieved through small-size English as a Second Language (ESL) classes that allow for strong teacher-student relationships and a focus on individual learning needs. The program also allows for direct support of English Language Learners in the classroom by our ESL teacher. Our ESL, reading, and content area teachers work together to offer support services, creating a safe and comfortable learning environment for ELL students. The program also successfully establishes a connection between the school administration and ESL teacher with weekly meetings and frequent visitations.

In order to move the ELL Program toward adopting WIDA standards completely, more collaboration between the ESL teacher and content teachers is necessary. We need to further support the growth of our ELL students in SEI classrooms now that many have completed RETELL. Specifically, more collaboration between the ESL and Math/Science teachers would be helpful in improving the content area support provided. This year, approximately 10 teachers and three administrators have completed RETELL and have been awarded their SEI Endorsement. Additionally, seven teachers are attending QTEL training.

Going forward, we hope to continue to foster greater collaboration between our content teachers and ESL teachers. In response to feedback from teachers, we have increased the number of hours our ESL teacher is on campus and available for both in-class support and teacher training by creating a full-time position. We plan to provide PD throughout the year in order to ensure teachers and administrators understand best practice re: interacting with ELLs successfully, and fostering successful education for our students.

One quarter of our students are enrolled in a Special Education program at Codman, challenging our small school to meet the full array of diverse services needed. This is a higher percentage than comparison schools in Boston, which we attribute to our reputation of offering significant supports, small class sizes, and tailored learning methods as well as our pioneering partnership with Codman Square Health Center.

**Assessment of students**

Codman meets the standards for assessing students in an appropriate manner. With the assistance of a contracted psychologist who recommends appropriate academic and achievement testing, formal and informal diagnostics are administered if students are suspected of having a disability. Additionally, both formal and informal diagnostic tools are administered to students upon enrollment to the school. As part of the evaluation process, assessments are consistently documented on the web-based IEP software (SemsTracker) and in students’ files. Furthermore, when parents receive the notice of district action, evaluations are identified. The parental procedural safeguards are not only mailed home prior to the start of the school year, but before any consent for initial testing is mailed.

All special education students regularly participate in all state-mandated standardized testing and the MCAS, with the needed accommodations. Accommodations are reviewed at least twice a year for all students to ensure that they are appropriate for each student, on each test. For any student in grades 11 or 12 who still needs to earn a Competency Determination on the MCAS, accommodations are reviewed before each administration.

Special Education staff members meet with students to discuss plans for the future prior to the IEP meeting and again at the IEP meeting with teachers and a parent/guardian present. The transition
information, along with any additional information that is discussed at the IEP meeting, is included on the state-mandated forms. When appropriate and when possible, representatives from outside agencies are invited to attend the meeting.

The IEP Team meeting attendance is properly documented if all of the required members are not in attendance. There is a standard excusal form that the parent must sign indicating excusal of a required team member. Any team member who is not able to attend the meeting submits written feedback to be discussed at the meeting and to be included in the IEP. Individual students are always invited to participate, and in only rare occasions (due to academic circumstances or an illness) would a student not attend the meeting. In all cases, all efforts are made to get the student to participate in his/her IEP in other way, such as by providing feedback on goals, transition, etc., before and after the meeting.

Teachers regularly write progress reports (6x a school year), send them home to parents/guardians, and file a copy in each student’s file. All files are maintained in the student’s records (SemsTracker software) and included in the students’ physical file at the end of the academic school year.

Revisions to IEPs are completed per the federal and state guidelines; they are completed as needed to best support the student’s access to the general education curriculum.

**Student Identification**
Codman provides screening to incoming students to determine math and reading levels; this information is provided in the students’ files. Additionally, Codman’s referral process allows staff to refer students to the Student Support Team at each division level. The SST regularly monitors the student’s progress and then evaluates the need to send the student for testing. This is done after incorporating interventions into the student’s academic programming and gathering data and feedback on their success. Teachers and staff constantly communicate to support each student. The advantage of our small setting is that we can closely monitor students and continue or modify supports as needed to ensure student success.

In order to develop IEPs, Special Education staff members take all parties’ comments and concerns, students’ strengths and weaknesses, and abilities and needs into account. We look at the student as a whole child to determine appropriate accommodations, the least-restrictive environment, services, and placement. Codman truly extends the team approach in developing the IEP. Careful consideration is given to feedback provided by the Wellness Director, school Social Worker, the student, and the family.

Codman’s extended learning time and extended week for upper school students means that students with disabilities are able to receive additional supports during the required school hours.

Each year, it takes great effort to secure complete files with IEPs and assessments of the incoming 9th graders from their middle schools. In the past, a lot of paperwork was still missing into October. This has been an area of improvement as we have great communication with both Boston Public Schools and other sending middle schools.

**Parent Involvement**
School staff members contact parents and guardians frequently so that they may participate in various meetings, including the Annual Review IEP Meeting and Reevaluation Meetings. We have consistently ensured that at all times, notices are sent to parents indicating place, date, and time, in the language that is spoken at home. We have staff members who speak Spanish and Haitian Creole; we also contract with translators of other languages represented by the families of Codman. We host and invite parents to Special Education PAC Meetings several times throughout the year and have strong attendance at these meetings.
**Curriculum and Instruction**
We strive for maximum inclusion with three full-time Inclusion Associates at the upper school, two full-time Inclusion Associates at the middle school and lower school and two full time Special Education teachers, one at the K-8 level and one at the 9-12 level. At the upper school, we also have a substantially separate classroom for students based on needs. Additionally, we have a strong structure for providing remedial services during the school day in office hours and work blocks. We have invested in Kindle readers, and additional material in audio formats. All students also have access to Kurzweil software and Bookshare.

We create class schedules so that a Special Education support staff member is available to go into classes taught by a general education teacher to provide Special Education students with individualized attention, as called for by each student’s IEP. Students with disabilities in all grades have access to an Inclusion teacher during their small group and individual work times (i.e. study halls).

Program evaluations are done on a yearly basis and take place at the end of the year during a week-long intensive session led by the administration and faculty. Each summer, the administration also reviews program components to ensure compliance, equity, and sustainability.

**Student Services**
The Dean of Students manages and oversees Student Accountability and all behavior-related concerns with the support of Student Support Coordinators in the lower and middle school divisions. He maintains all data and is knowledgeable about guidelines in this area related to Special Education. An area of improvement has been the almost daily communication between the two departments as it relates to suspensions, send-homes, referrals for behavior, creation of behavioral plans and additional behavioral interventions. The Dean of Students has attended various state meetings around the newly adopted exclusion rules.

Students with disabilities have access to any and all programs available to the general student population. All sub-separate students are fully included in Saturday and physical education classes. Programs, extra-curricular activities, clubs, and support services are optional, and students are encouraged to get involved in their areas of interest.

**Culture and Family Engagement**

**Social, Emotional, and Health Needs**
Codman Academy strives to take a proactive approach to ensuring its students’ healthy development and wellbeing. Many of our students have significant physical, social, and emotional needs, and we employ numerous systems to address these needs and to support a culture of learning. Our singular co-located school/health center partnership with the Codman Square Health Center has allowed us to provide our students with critical mental and physical health services as well as experiential learning opportunities.

We firmly believe in the importance of cultivating the appropriate social-emotional development of our students. Our full-time School Social Worker and two Student Support Coordinators are integral to this mission. Our multi-tiered approach includes: new student intakes (with each incoming family), individual counseling, crisis intervention, parent outreach, Talking Circles (mandatory 9th grade group counseling), conflict mediation, and Student Support Team meetings. For grades 9-12, our Student Support Team - comprised of our Social Worker, Dean of Students, Dean of College and Career Advising, Upper School Academic Dean, and a member of the Special Education Department - meets weekly to discuss students in need of interventions. For grades K1-8, the Student Support Teams (one each for the lower school and middle school divisions) meet biweekly and is comprised of the Student Support Coordinator, the Academic Dean, a member of the Special Education Department, and academic teachers. During the
2014-2015 school year, the lower and middle school also formed partnerships with outside service providers such as Applied Behavioral Analysis (ABA), Home for Little Wanderers, and the Boston Center to incorporate trauma-sensitive techniques in classrooms, an initiative that will continue to take priority in the 2015-2016 school year.

Throughout the year, our Student Support Teams have handled a variety of situations that have threatened our students’ ability to learn as well as their health and safety. Our Social Work Department carried out 338+ interventions with students, held 274 meetings and conference calls with parents, made seven filings with the Department of Children’s Services, and gave out 71 therapeutic tools to students. Eleven of our students experienced homelessness, and seven students dealt with mental health emergencies. This fall, the Social Work Department piloted a new mentoring program with TD Bank, connecting 25 upper school students with mentors from the bank. The work of our Student Support Teams is vital to maintaining a safe and supportive environment for our students.

To promote positive behavior, peer support and leadership, and character development - as well as to track and respond to behavioral issues - Codman uses a variety of methods. Staff members use the online Citizenship system to both recognize students for positive behaviors and to identify disruptive and concerning behaviors. Reflection is a tool for behavioral management that encourages mindfulness; students are required to respond to questions about their choices and to identify strategies for avoiding negative behaviors. Codman has also increased its use of restorative practices as a way to address conflicts and patterns of problematic behaviors, and these methods were rated highly by staff in their final end-of-year survey (74% of upper school staff reported that these methods work well - only 5.3% reported that they did not work well). Suspensions were significantly reduced in the past school year, down to 72 in 2014-2015 following 101 in 2013-2014 and 106 in 2012-2013.

In a survey administered to upper school students, a large majority of students felt very positively about their connection to the school. 79% of students reported in an anonymous survey that they felt like they "belong" here at Codman. Furthermore, the school was able to successfully introduce a privilege program for our seniors and honor roll students. Students appreciated the privilege of added freedoms (i.e. Senior access to the patio during lunchtime and the ability to sign out of Academic Enrichment Block and end the school day at 4:00PM), and the school was able to provide an incentive that supports the students' transition to college.

To encourage peer support and leadership, upper and middle school students are divided into single-gender advisory groups, called Crews, which meet regularly to discuss healthy behaviors, current events, and academic strategies. Students in grades 9-12 participate in a three-day American Youth Foundation leadership retreat at Camp Merrowvista in Tuftonboro, NH to build teaming skills with fellow Crew members. In 2014-2015, middle school crews and lower school classrooms partnered with upper school crews to participate in a school-wide Crew Service Day, where older and younger students worked together to undertake community service activities on-site at Codman and in our larger Boston community.

Our physical health program focuses on educating our students about making healthy choices. This includes free YMCA memberships and sports teams for upper school students as well as a mandatory nutrition class for 9th graders and accompanying nutrition competency exam. Lower and middle school students participate in outdoor and indoor wellness classes and a movement class. Next year, our new lower/middle school facilities will include a dance studio, and we will partner with the neighboring 2nd Church to use their gymnasium. Codman is a junk food free school and provides a free nutritious breakfast, lunch, and afternoon snack to all students.

**Family Engagement**
We view parents and family members as partners, advocates, change agents, co-designers, and visionaries in our mission. We encourage open and frequent communication between family members and teachers. The Dean of Students and Student Support Coordinators communicate regularly with families about student behaviors via phone calls home and parent meetings. Many families have teachers’ and Crew Leaders’ cell phone numbers and speak frequently about their students’ academic progress and areas for growth. Progress reports are sent out six times a year (with narrative reports included for the second trimester), and we continue to have a 99% rate for family/teacher conferences, which are student-led in our middle school. Monthly Parent Council meetings, co-led by Academic Deans, and Student Support Coordinators, are mutually beneficial learning experiences for Codman and our families, as parents share their suggestions and Codman coordinates beneficial information sessions related to school and community issues such as mental health, nutrition, summer enrichment, college advising and financial aid. Furthermore, parents are invited to the school for theatre performances, music concerts, and Senior Talks. For our new lower and middle school students, we hosted a Celebration of Learning and a Summer Enrichment Fair. Outreach to the families of our younger students also included the use of family intervention circles, family mediations, and student/family journaling; parents often accompanied lower and middle school classes on field trips and fieldworks experiences.

We request feedback from families via surveys that are designed to measure the level of satisfaction with the academic program, extra-curricular program, school communication, school safety, and summer programming. This spring, 90% of parents rated the school at a B or above, and 87% of parents said that Codman is meeting or exceeding their expectations. Student attendance rates also demonstrate parental support for the school; from 2010-2015, student attendance rates are in the 93-97% range. During the ESE Year 14 Site Visit, “parents praised teachers and reported that teachers know students and families well through frequent communication through email, texts and phone calls, including giving out their personal phone numbers.” Through professional development sessions, we will continue to support staff members in forming relationships with parents and family members and increasing opportunities for family engagement.

Charter School Performance Criteria Relating to Organizational Viability

**Capacity**

**School Leadership**
Codman Academy continues to be led by Founder and Executive Director Meg Campbell and Principal (and founding Humanities teacher) Thabiti Brown as well as Board of Trustees President Bill Walczak (one of the school’s founders as well as the Founder of the Codman Square Health Center) and Foundation Board President Mary Weber.

We believe in creating opportunities for faculty and staff members to step up as leaders, and we appoint grade team leaders and department heads each year. This structure contributes to the overall efficiency of our school and encourages teamwork, autonomy, and ownership among our staff. This year, to accommodate our downward expansion and growing student body, we created a new layer of leadership in our organizational structure with the addition of three Academic Deans to provide targeted instructional leadership at the Upper, Middle, and Lower School levels. Our Academic Deans assist the Principal and Special Education Department by providing instructional coaching (curriculum-building supports, in-classroom observations, and feedback) as well as assistance with student behavioral issues. During our first year using this system, we found that the behavioral needs of our lower and middle school students were much greater than anticipated and thus limited the time that the Academic Deans had available for instructional coaching. For next year, we anticipate that our incorporation of new instructional programs
(described under “Program Delivery”) and partnerships with outside service providers will allow this structure to function more smoothly and provide a deeper level of supports to our teachers.

In the ESE Year 14 Site Visit Report, visitors noted that “school leaders, teachers and board members reported that the school has clear systems for decision-making and communication…Teachers reported that decisions are generally communicated with the staff through email or announcements during staff meetings. Further, teachers reported that school leaders are highly approachable and are generally willing to discuss issues with staff prior to making decisions.”

**Professional Climate**

Codman staff are expected to uphold school norms - “non-negotiables” - to support our school’s culture of learning. New staff participate in an intensive orientation geared to introduce them to the multiple facets of our school’s mission and vision.

Instructional practice is spearheaded by the Executive Committee of the Instructional Leadership Team, whose members include the Executive Director, Principal, Director of Special Education and English Language Learning and three Academic Deans. The committee meets weekly to plan school-wide professional development, including bi-weekly full-staff meetings, division meetings, and an intensive series of workshops over the course of two weeks in August to prepare for the school year and one week in June to reflect and evaluate the success of our programming.

In the 2014 Massachusetts TELL Survey (*See Appendix H*), teachers reported having access to appropriate instructional materials, technology, professional support personnel, and work spaces. Teachers also indicated that they had sufficient instructional time to meet the needs of all students and time available to meet with colleagues. 100% of teachers surveyed agreed that “Overall, my school is a good place to work and learn.”

As Codman grows, we continue to seek out ways to create a strong school community across different grade levels and departments. Along with our full-staff meetings as well as department and grade team meetings, Codman has a Quality of Life Committee that is staff-led and exists to ensure that Codman’s work environment is as positive and supportive as possible so that faculty and staff are able to serve Codman’s students, alumni, and families to the best of their abilities. In response to feedback from teachers and the Academic Deans as well as the ESE Year 14 Site Visit Report, we will be altering our school calendar in the 2015-2016 school year in order to provide more opportunities for cross-collaboration among faculty and staff, promoting greater consistency in our school-wide instructional curriculum. The entire staff will have Friday afternoons for planning meetings with departmental members in other divisions.

**Governance**

Codman Academy’s Board of Trustees meets monthly during the school year to oversee the success of Codman’s academic and enrichment programs, approve school policies, make recommendations and ensure Codman’s financial health and sustainability. Over the past five years, they have been integral in passing measures and approving decisions related to Codman’s addition of lower and middle school grades, the acquisition and renovation of the historic Lithgow Building (which will house grades K1-8), the addition of the William J. Walczak Building (housing grades 9-12), the school’s updated mission statement, enrollment policy, and school calendars. Furthermore, the Trustees regularly review state site visit reports and EL implementation reviews, ensuring accountability for responding to feedback. Many Trustees volunteer to serve on committees, such as the Academic Achievement Committee, Finance Committee, Facilities Planning and Oversight Committee and Development Committee.
Codman’s Trustees have been actively involved in the school outside of regular meetings, attending graduation, Senior Talks, and theatre performances as well as participating in interviews with students, teaching a calculus class, presenting financial literacy workshops, supporting and mentoring alumni, offering pet therapy through Pets and People Foundation, and helping to codify the best practices of our co-located school/health center model. Furthermore, our Trustees actively support our annual benefit and introduce prospective board members, donors, and staff members to Codman, and above all, act as advocates for our students.

As a means of guiding the school’s development over a longer timeline, the Board of Trustees developed a five-year Strategic Plan in 2012. Key staff members document progress against goals in quarterly check-ins that are reported to the Board of Trustees and other key stakeholders. Below is a summary highlighting measures of success that the school demonstrated in 2014-2015 in an effort to meet our mission through the implementation of our Strategic Plan, delineated by strategic priority.

1) **Continue to improve our academic program**
   a. At all three levels of the school, we have developed and are in the process of implementing our Habits of Scholarship. Grades K-12 will be focusing on the process and rituals of student-led conferences next year, and leveraging that work to help students build character, specifically relating to Responsibility, Effort, Collaboration, Compassion, and Critique. The upper school staff have begun to name Action Steps and generate ideas for integrating those Habits into the fabric of the school.
   b. Since 10th graders no longer take the Physics MCAS, Director of Tutorial Mark Destler has been working with teachers to create a new program for 10th grade math students. In conjunction with mathematics teacher and department head Noah Jefferson, the 10th grade tutorials have focused specifically on Geometry using student-specific weekly reviews of learning targets. This shift should improve not only the academic rigor of Codman’s math program but also prepare students for the mathematics section of the MCAS exam.
   c. Dean of Students Brendan O’Connell worked to develop consistent and sustainable school norms and expectations. Students also responded to a recent School Culture survey agreeing that they feel physically safe at Codman (88%), emotionally safe at Codman (82%), and that Codman staff members consistently enforce school rules (85%). Brendan is also working with Principal Thabit Brown and the Academic Deans to document strategy for culture/character development through the Expeditionary Learning Credentialing process.

2) **Improve post-Codman success**
   a. Dean of College and Career Advising Liane Hypolite and Dean of Alumni Niki Janus continue to work incredibly hard to support our students as they transition from high school to college and beyond. The Class of 2015 has received many exciting college acceptances, including two Posse Scholarships (one will be attending Denison University and the other will be attending Hamilton College), two students accepted to Smith College, Brandeis University, College of the Holy Cross, Boston College, and a full scholarship to Northeastern University, to name a few.
   b. In order to pair students with the best post-Codman opportunities for each individual student, the Codman community has made a great effort throughout this year to open up the school culture around appreciating and valuing both college and career program opportunities. While we are still struggling to normalize community colleges within our current culture, we have made improvements in the programmatic piece, which is evidenced by three students who will be attending 2-year colleges and the one student enrolling in Year Up in the Class of 2015. Furthermore, there have been many students who have expressed interest in alternative pathways post-Codman, which is a sign of our improvement as a school to shift away from our previously exclusive “college-bound” mindset.
3) **Achieve whole-student success**
   a. Codman’s Social Worker, Shelby Derissaint, and the Student Support Team dealt with many intense cases over the course of the school year, including students being displaced from their homes, students injured in domestic disputes, conflicts with local police officers, medical concerns at home and at school, students suffering from anxiety and depression, and conflicts with other students.
   b. In an effort to increase awareness and expose our students to community resources, Shelby arranged for guest speakers from community organizations to present during Talking Circle sessions. The organizations included “My Life My Choice,” an organization that promotes awareness and education regarding sexual commercial exploitation of youths; Boston Public Health Commission’s Division of Violence Prevention; the Social Impact Center Program (connected to Codman through alum and former Codman employee Shamara Rhodes, who is now a Community Trauma Companion); and Samariteens.
   c. Dean of Enrichment Porsha Olayiwola coordinated a wide array of Saturday courses to introduce students to new topics outside of their core coursework. Courses included Ethical Reasoning at Harvard University, Positive Psychology at the Benjamin Franklin Institute of Technology, Film Making at Boston News Network, and SAT Prep through the Princeton Review. The largest course had just 8 students, allowing the electives to remain intimate and thoughtful. Students working at BFIT are earning transferrable credits and enjoying dual enrollment for the first time in Codman history.

4) **Add lower grades**
   a. During the 2014-2015 school year, we added grades 1, 2, 5, and 6 (in addition to grades K1 and K2 added in 2013-2014). In order to temporarily accommodate our lower school students while we are in the process of renovating our new permanent space in the Lithgow Building, we rented space at St. Mark’s facility, within walking distance of our upper school building.
   b. The middle school developed a student accountability guide, introduced mid-level restorative consequences, including an Academic Repair Block for missed classes and Community Repair Block for interpersonal offenses, developed appropriate systems and structures to keep suspension rates as low as possible, and built out the role of the Student Support Coordinator to fully support students and communicate with parents. There is also a new and unique middle school Crew system that differs from the upper school system; middle school Crews meet twice a day, and the crew curriculum is standardized.
   c. The lower school embraced a curriculum based on Expeditionary Learning principles while also incorporating Common Core standards in ELA, Next Generation Science standards, and MA State Social Studies standards, all of which promote the use and creation of authentic products that meet real world needs. Through targeted and focused professional development, lower school teachers built out the expeditions, taking standards, big topics, product ideas, and learning targets from a Curriculum Map to build detailed expedition plans that included weekly/daily plans, product plans, standard-target-assessment plans, and fieldwork and expert integration. These expeditions and planning processes will remain in place in the coming school year, and will be expanded on by next year’s staff.

5) **Strengthen health center relationship**
   a. Beginning in the 2015-2016 academic year, Codman Academy will be able to refer students and their families to Health Leads for any non-medical needs they might have, including homelessness, joblessness, help paying utilities, etc. This service will be provided by Health Leads at no cost to the school. All referrals will be made through the school’s Social Worker,
and Health Leads will generate monthly reports on all open cases involving Codman Academy students so as to keep the school updated on the progress of those cases.

b. Working in conjunction with the Director of Special Education, Codman Academy made strides toward more formally organizing our partnership with the Behavioral Health department at the Health Center. We developed projections for the number of students who will need or be required to have counseling based on their IEPs, as well as the number and types of skills groups that will be needed, so that the scheduling for those sessions can begin now and be in place when school opens again in the fall. Codman Academy staff have also met with Behavioral Health staff to improve communication so that we can better identify when issues with paperwork or parental absence at an initial intake meeting are causing delays in students being seen.

c. Following a presentation at a City Council meeting by Codman Academy students, the City of Boston has agreed to conduct a traffic study in the immediate vicinity of the school. Getting the City to commit was a multi-pronged effort that included collaborating with the Health Center, the Codman Square Neighborhood Development Corporation, the Codman Square Neighborhood Council, the Talbot-Norfolk Triangle neighborhood association, and, most importantly, Codman Academy’s students who presented the results of their own study to the Commissioner of the Boston Transportation Department, out of which meeting the final commitment to do the study by the City came. The traffic study will be important, not just for the long-term safety of our students, but because it is also a first step of three toward developing a shared campus plan between Codman Academy and Codman Square Health Center.

6) Strengthen financial sustainability
   a. The addition of lower grades is an important step in increasing Codman’s financial sustainability, as it will allow us to better use our resources across K-12. Therefore, our development initiatives have focused on our capital campaign in order to purchase, renovate and finance the Lithgow building to house our K-8 students. The Lithgow Building is being financed by $4 million from the proceeds of tax exempt revenue bonds purchased by Eastern Bank and loaned to the Foundation, $3.9 million from the proceeds of qualified zone academy (QZAB) bonds purchased by the Bank and loaned to the Foundation, equity provided by JP Morgan Chase from new market tax credits provided by JP Morgan Chase and the remainder in equity from the Foundation financed through contributions.

   b. Director of Institutional Advancement Dawn Leaness and Director of Annual Giving Andrea Donahue have made immense progress on the development department’s goals to develop and maintain corporate sponsorships and to continue to hold Codman’s annual event. This year’s “Celebrate Codman: Under Construction” event was the most successful event in Codman’s history, raising $200,000+ (an increase over the $160,000 raised at the 2014 event), and bringing in 245 attendees. The Development team targeted corporate sponsors early in the planning process (in-person meetings started in November), many of whom attended the event and bought ads in addition to providing financial support. We look forward to building off of these relationships and growing these corporate gifts into multi-year commitments.

Finance

Fiscal oversight for the school is provided by the Business Manager, Executive Director, Foundation Board, Board of Trustees, Finance Committee, Development Committee, and Development Team. The Finance Committee, a joint working group of the school and foundation board, meets monthly to discuss the financial health of the school, including reviewing budget actuals, monitoring the expected tuition rate and enrollment, and exploring building-related financing. The Finance Committee delivers updates to the Board of Trustees. The annual budget is drafted by the Executive Director, Principal, and Business
Manager, and is then submitted to the Finance Committee for careful review and to the Board of Trustees for approval. Both Directors and Trustees support fundraising efforts, particularly the annual benefit and capital campaign, and introduce new contacts to Codman. Membership on both Boards includes several experienced financial managers.

Codman Academy receives tuition payments from the state, which are used to sustain core academic programs and require stable enrollment. Codman also offers its students a range of enrichment programming and runs an extended-time program. These initiatives are supported by the Codman Academy Foundation, Inc., a 501(c)(3) that promotes the financial well-being of the school. Furthermore, Codman Academy ran a highly successful capital campaign to fund its portion of the William J. Walczak Health & Education Center, which we maintain debt-free.

Annual audits have confirmed the strong fiscal health of the organization. Codman has a Fiscal Policy Manual, which is regularly reviewed as part of our independent audit.

**Current Capital Project**
Codman has been in the midst of the quiet phase of a $15 million five-year capital campaign (2015-2019), which will officially commence this summer. This campaign, entitled the Campaign for Codman’s Future, consists of four different components related to the growth and sustainability of Codman Academy: our academic program through the purchase and renovation of the Lithgow Building ($12 million), our campus with the design and implementation of a campus greening strategy ($1 million), our faculty with the creation of a Fund for Staff Support ($1 million), and our financial sustainability with the establishment of an Endowment for Growth & Sustainability ($1 million).

To date, we have prioritized the growth and sustainability of our academic program with our expansion to serve an additional 200 students in grades K1-8. In 2014, we purchased the Lithgow Building (directly across the street from our Upper School home in the William J. Walczak Health and Education Center) and have devoted the past year to its financing and renovation. The Lithgow Building will be complete and ready for occupancy this August. We have financed the building through a combination of Qualified Zone Academy Bonds (QZAB), New Market Tax Credits, Massachusetts Historical Credits, and private donations. We have already raised $6.5 million in our quiet phase and have developed plans for the launch of our official campaign this fall. Following the completion of the Lithgow Building, we intend to focus on our green campus strategy and endowments in the coming years.

**Plans for the Next Five Years**

Codman Academy is deeply embedded in our community, and in the next five years, we plan to become even more so as we work with our key partners to continue to transform our neighborhood into a healthy, vibrant, learning-centered national example of what is possible in an urban setting. The focus of our work is, and will remain, improving academic achievement, both in the classroom and beyond.

Our chief task is to ensure that every child, every day, is experiencing productive classroom learning. Every staffing and programmatic decision is guided by that goal and informed by best practices and current research. As we expand our new K1-8 divisions, we will utilize proven curriculum and programs to support and accelerate our educators’ skills and expertise. For example, we will be using both EngageNY Mathematics and the EmPOWER writing program for our lower and middle school grades in the 2015-2016 school year, with the goal of ensuring continuity in instruction.
For our upper school students, we will continue to draw on our partnership with the Codman Square Health Center to strengthen the connection between our STEM programming and opportunities in the growing field of life sciences in the Boston area.

Codman Academy has had a strong track record of generating five-year strategic plans based on input from all our stakeholders and community members. We regularly revisit our plan based on feedback from parents, students, faculty, board members, the Massachusetts Department of Elementary and Secondary Education, Expeditionary Learning, the Codman Square Health Center, and other key partners. We are entering year three of our most recent strategic plan. In the 2016-2017 school year, we will undertake a new five-year strategic plan based on the successful process we have used in the past.

As a K1-12 school, we are positioned to make cross-age learning connections for our students and families. As we get to know our families with younger children better, it has become clear that many have infants and toddlers as well. We plan on strengthening our partnership with the Codman Square Health Center and Health Leads to better offer services to younger siblings ages 0-5 so that they will enter K1 ready to succeed in school.

Growing a Community Campus in Codman Square
During the next five years, Codman Academy will expand to serve all grades from K1 to 12th. We will continue to house our high school in the “condo” owned by the Codman Academy Foundation on site at Codman Square Health Center; the jointly owned William J. Walzack Health & Education Center is Gold LEED certified and fully paid for through a combination of private funding and New Market Tax Credits. Codman’s black box theatre also functions as a community space for a wide variety of local groups and organizations.

In August 2015, we will move into a historic facility owned by the Codman Academy Foundation, for which we are applying for Silver LEED certification as part of our commitment to sustainability and ‘green’ initiatives. The Lithgow building, which dates back to 1900, is across the street from our high school/health center. Our new lower and middle school facilities will include a dance studio, art studio, science lab, library, and dining room which will benefit our students and families as well as the larger community. In keeping with our strong emphasis on health and wellness, we are also partnering with 2nd Church of the Nazarene to develop a gym facility for our K1-8 directly across the street from Lithgow Building.

Over the next five years, our expanding urban campus will support our holistic approach to education and wellness as well as the continued development of our instructional K1-12 programming.
Appendix A
Accountability Plan Performance

Please report on the school’s performance on its approved accountability plan for the charter term. If the accountability plan has been revised, and approved, report on the most recently approved plan (which may only relate to Faithfulness to Charter). If needed, please attach any additional evidence to explain performance after this template as a part of Appendix A. Evidence should reflect performance during the course of the charter term. Please DO NOT PDF this document, submit this section in Word only.
# Faithfulness to Charter

## Objective
The school is faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendments.

## Measure
Students engage annually in 5 or more structured conversations with a small group of staff and peers about their personal growth and life goals. Each year, at least 90% of students reflect on their successes and challenges by creating written intention statements.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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</thead>
<tbody>
<tr>
<td>Met</td>
<td>Met</td>
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- As part of the school's commitment to offering students a holistic education based on Expeditionary Learning design principles, Codman Academy assigns each student a ‘Crew’, a single-gender, multi-grade group that meets three times a week with a designated Crew Leader. In order to build lasting relationships, students and Crew Leaders remain in the same crew for the duration of their high school career.
- Additionally, each fall, Crew Leaders facilitate an Intentions workshop, in which students craft a character intention to guide their academic and personal growth over the course of the year. Staff learn the intention workshop process (and set their own intentions) during August professional development.

## Measure
Through collaborations with school partners, 90% of graduating students complete all of the following activities: 1) a multi-week internship experience for credit, 2) participation in a theatrical production as a performer or stage crew member, 3) fieldwork research for a class, and 4) completion of a three day outdoor leadership course.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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<tr>
<td>Met</td>
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- In 2014-2015, 96% of graduating students completed an internship with a community partner. Students are matched to internships based on academic, higher education, and career interests and complete written reflections based on their internship experiences.
- Through our partnership with the Huntington Theatre Company, all students have participated in at least one theatrical production as a performer or stage crew member.
- All graduating students have completed fieldwork research for a class. Fridays are designated as ‘fieldwork days’ at Codman.
- Each fall, students participate in Camp Merrowvista, a three-day outdoor leadership course through our partnership with the American Youth Foundation.
**Objective:** The school establishes an academic program that includes the pedagogical approach, curriculum, assessment and other unique elements defined in the charter application and any subsequent approved amendments(s).

| Measure: The school receives a positive annual implementation review by Expeditionary Learning (EL), earning a score of at least 3 (out of 4) for at least 3 measures identified at the outset of each school year (changes annually). The review assesses the level of implementation of EL’s core practices and evaluates the school’s progress toward annual goals. |
| MP* | Met | Met | Met |
| MP* | Not Met | Met | Met |

- In 2014-2015, the School scored 3 or higher on the Implementation Review for 23 out of 26 measures.
- In 2013-2014, the School scored 3 or higher on the Implementation Review for 24 out of 26 measures for the Upper School and 23 out of 26 measures for the Lower School.
- In 2012-2013, the School scored 3 or higher on all Implementation Review measures.
- In 2011-2012, Expeditionary Learning piloted a new implementation review tool, with a five point rubric (1-Initial, 3-Moderate, 5-Exemplary). As a result of this transition, the school was unable to select measures at the outset of the year. The review assessed the extent to which the school effectively implemented EL practices in the areas of Curriculum, Instruction, Assessment, Culture and Character, and Leadership. The school was assessed on five to ten measures in each area, for 33 measures in total. Scores were standardized across the EL network and evaluation reports were created by the Donahue Institute. The school’s review was positive, with an average score of 3.7, reflecting strong implementation overall.

| Measure: 90% of graduating students earn 70% or higher on a capstone research project in which they choose, research and design a social justice project to benefit the community. |
| MP* | Not Met | Met | Met |

- All 12th grade students are required to complete a Senior Social Action Project (SSAP), as part of the core humanities curriculum. Students choose a topic related to a social justice issue and complete research and a paper related to the issue.
- 90% of graduating students earned a 70% or higher on the capstone project in 2013-2014 and 2014-2015.
- In 2012-2013 and 2011-2012, 85% of graduating students earned a 70% or higher on the capstone project. We improved this number in subsequent years.

*Making Progress*
### Academic Program Success

**Measure:** The percentage of students earning a score of Proficient or Advanced will meet or exceed the average between the local district and state.

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- In 2014, the percent of students who earned a score of Proficient or Advanced exceeded the state-district average in Math (86% to the state-district average of 71.5%); ELA (90% to the state-district average of 83%); and Science (79% to the state-district average of 41%).
- In 2013: Math 75% (state-district average of 72%); ELA 92% (state-district average of 85%); Science 71% (State-district average of 60%)
- In 2012: Math 73% (state-dist. avg. 70%); ELA 85% (state-dist. avg. 76%); Science 56% (state-dist. avg. 53%)
- In 2011: ELA 85% (state-dist. avg. 76%); Math 73% (state-dist. avg. 70%); Science 56% (state-dist. avg. 53%)

### Objective

**Objective:** The school achieves and maintains a median student growth percentile (SGP) of 40 or higher in the aggregate and for all statistically significant sub-groups in all subject areas tested for accountability purposes.

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- In 2014, the SGP for ELA was 57.5 and for mathematics 78 in the aggregate.
- In 2013, the SGP for ELA was 74 and for mathematics was 74 in the aggregate.
- In 2012, the SGP for ELA was 75.0 and for mathematics was 84.5 in the aggregate.
- In 2011, the SGP for ELA was 78 (3rd in the state) and for mathematics was 82 (5th in the state) in the aggregate. The combined SGP was 160, the highest of any school district in the state.

- In 2014, the SGP for all statistically significant subgroups was above 40 for all groups with results. SGP for subgroups ranged from 57.5 to 78.5 for ELA and mathematics.
- In 2013, the SGP for all statistically significant subgroups was above 40. SGP for subgroups ranged from 63 to 74 for ELA and mathematics.
- In 2012, the SGP for all statistically significant subgroups was above 40. SGP for subgroups ranged from 79.5 to 87.0 for ELA and mathematics.
- In 2011, the SGP for all statistically significant subgroups was above 40. SGP for subgroups ranged from 74 to 82.
**Objective:** Student performance is strong and demonstrates improvement on internally developed assessments of academic achievement.

| Measure: 90% of graduating seniors earn a minimum of 70% in all core academic classes prior to graduating in addition to demonstrating proficiency of at least 80% on the Graduation Portfolio, a multi-year investigation culminating in a graded portfolio presentation to a panel comprised of faculty, students and parents. |
|---|---|---|---|
| Met | Met | Met | Met |
| 100% of graduating seniors earned a minimum of 70% for all four years. |
| In 2014-2015, 2013-2014, and 2012-2013, the school continued its revised portfolio process that included written and presented work culminating in a non-percentage graded assessment. |
| In 2011-2012, 100% of graduating seniors earned at least an 80% on their graduation portfolio. |

| Measure: As part of the school’s curricular requirements, 90% of graduating students will have delivered at least two prepared speeches/presentation to audiences of at least 50 people. Speeches and presentations will increase in complexity across the grade span and will be graded according to a detailed rubric, with 70% of students earning proficiency of at least 80%. |
|---|---|---|---|
| MP | Met | Met | Met |
| Each year, 100% of graduating seniors delivered a Senior Talk to the school community and either recited a poem of their choosing as part of the National Endowment for the Art’s Poetry Out Loud Recitation Contest in their 9th grade year or delivered a monologue in their 10th grade year. |
## Organizational Viability

**Objective:** The school’s annual budget is sustained by its enrollment.

<table>
<thead>
<tr>
<th>Measure: The school’s annual budget is sustained by enrollment.</th>
<th>Met</th>
<th>Met</th>
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<tbody>
<tr>
<td>For each year, the school’s core academic program was sustained by enrollment. The school receives additional funding from individual donors, private foundations, and corporate sponsors to cover additional programming (Saturday classes, Camp Merrowvista, college advising, enrichment opportunities, capital needs, etc.)</td>
<td></td>
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**Objective:** The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.

<table>
<thead>
<tr>
<th>Measure: Each year, the school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.</th>
<th>Met</th>
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<td>The school received an unqualified opinion on its FY14, FY13, FY12, and FY11 Financial Audits.</td>
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</table>

**Objective:** The school’s annual independent audit is free of material or repeated findings.

<table>
<thead>
<tr>
<th>Measure: There is an absence of material or repeated audit findings in annual audits by qualified independent auditor.</th>
<th>Met</th>
<th>Met</th>
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<tbody>
<tr>
<td>The school received an unqualified opinion on its audit each fiscal year.</td>
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**Objective:** The board of trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.

<table>
<thead>
<tr>
<th>Measure: The board establishes a finance subcommittee that meets at least six times per year and reports monthly at board meetings as evidenced in board minutes. The finance committee is charged with ensuring strong fiscal oversight of the school, including working with staff leadership to develop the annual budget.</th>
<th>Met</th>
<th>Met</th>
<th>Met</th>
<th>Met</th>
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<tbody>
<tr>
<td>The Board’s finance subcommittee met at least six times this academic year each year and reported monthly at board meetings. The finance subcommittee has ensured fiscal oversight of the school and worked with school leaders to develop the annual budget.</td>
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</table>
**Objective:** The board of trustees demonstrates long-term fiscal oversight through appropriate planning processes.

| Measure: The Fiscal Policy Manual is reviewed annually as part of the school’s independent audit. | Met | Met | Met | Met | The Fiscal Policy Manual has been reviewed as part of the school’s audit each fiscal year. |
|---|---|---|---|---|
| **Objective:** The school implements the student recruitment, retention and enrollment process intended in the charter, in the school’s recruitment and retention plans, and as defined by statute and regulations | Met | Met | Met | Met |
| **Measure:** Each year, the school sends a mailing to 100% of 8\textsuperscript{th} graders enrolled in the Boston Public Schools. | Met | Met | Met | Met | 100% of 8\textsuperscript{th} graders enrolled in the Boston Public Schools received a school mailing each year. |
| | | | | | In 2014-2015, 100% of 4\textsuperscript{th} graders enrolled in the Boston Public Schools received a school mailing (given our downward expansion). |
| **Measure:** Each year, the school’s applicant pool is at least three times the size of the incoming class. | Met | Met | Met | Met | For the 2014-2015 school year, the school received 1,459 applicants for 98 seats. |
| | | | | | For the 2013-2014 school year, we received 1,261 applicants for 145 seats |
| | | | | | For the 2012-2013 school year, we received 800 applications for 87 seats. |
| | | | | | For the 2011-2012 school year, the school received nearly 650 applications and accepted 62 students |
**Objective:** The school defines and delineates clear roles and responsibilities among board and staff.

| Measure: The school annually reviews and adopts a decision making organizational tool delineating job functions and areas of individual and collective responsibility. The tool outlines school-wide decision making processes and communication structures. The decision making tool is shared with the entire staff at the start of each year. | Met | Met | Met | Met | We have reviewed and adopted a decision making organizational tool each year. The decision-making tool has been updated for 2014-2015 to reflect our expansion and corresponding leadership structure. |
|---|---|---|---|---|
| Measure: On the year-end faculty survey, staff report a strong understanding of their role and responsibilities as evidenced by at least 80% responding favorably to the question (from Gallup Q12 survey): Do you know what is expected of you at work? | Met | Met | Not Met | Not Met | • The Q12 survey was not administered in 2014-2015 or 2013-2014 because we used different survey instruments.  
• In the 2012-2013 and 2011-2012 surveys, 100% responded favorably to the question: "Do you know what is expected of you at work." Results from the remainder of the survey indicate that an overwhelming majority of staff have a strong understanding of their role and feel supported by their colleagues and school leaders. |
| **Objective:** The school involves parents/guardians as partners in the education of their children. | --- | --- | --- | --- |
| Measure: 90% of parents/guardians meet with the school’s Social Worker prior to their child’s first day of school. | Met | Met | Met | Met | Staff from the school, including the school’s Social Worker, met with parents/guardians of all incoming students (grades K1-9). |
| Measure: At least 90% of families participate once a year in student/teacher conferences. | Met | Met | Met | Met | We have exceeded this goal every year (97%, 99%, 99%, 99%) |
Appendix B
General Statement of Assurances

This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of Assurances.

As the authorized representative of the charter school, I hereby certify under the penalties of perjury that the information submitted in this application for renewal of a public school charter for (name of school) located at is true to the best of my knowledge and belief; and further, I certify that the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, for participation in required or elective courses, or for mandated services or programs (Mass. Gen. Laws c. 71, § 89(m), and 603 CMR 1.03(3)).

2. Will not charge any public school for the use or replication of any part of their curriculum subject to the prescriptions of any contract between the charter school and any third party provider (Mass. Gen. Laws c. 71, § 89(l)).

3. Will permit parents to enroll their children only voluntarily and not because they must send their children to this school (The Elementary and Secondary Education Act of 1965, as amended, Title V, Part B, Subpart 1 — Public Charter Schools Section 5210(1)(h)).

4. Will enroll any eligible student who submits a timely and complete application, unless the school receives a greater number of applications than there are spaces for students. If the number of application exceeds the spaces available, the school will hold a lottery in accordance with Massachusetts charter laws and regulations (Mass. Gen. Laws c. 71 § 89(n), and 603 CMR 1.05).

5. Will be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement (Mass. Gen. Laws c. 71, § 89(m)).

6. Will be secular in its curriculum, programs, admissions, policies, governance, employment practices, and operation in accordance with the federal and state constitutions and any other relevant provisions of federal and state law.

7. Will comply with the federal Age Discrimination Act of 1975 and Title IX of the Education Amendments of 1972.

8. Will adhere to all applicable provisions of federal and state law relating to students with disabilities including, but not limited to, the Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990 and chapter 71B of the Massachusetts General Laws.

9. Will adhere to all applicable provisions of federal and state law relating to students who are English language learners including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and chapter 71A of the Massachusetts General Laws.

Department of Elementary and Secondary Education
Application for Renewal of a Public School Charter
10. Will comply with all other applicable federal and state law including, but not limited to, the requirement to offer a school nutrition program (Mass. Gen. Laws c. 69, § 1 (c)).

11. Will meet the performance standards and assessment requirements set by the Board of Elementary and Secondary Education for all students in public schools including, but not limited to, administering the Massachusetts Comprehensive Assessment System (MCAS) (Mass. Gen. Laws c. 71, § 89(v), and 603 CMR 1.04(3)(k)).

12. Will submit an annual report to the Department of Elementary and Secondary Education on or before the required deadline (Mass. Gen. Laws c. 71 § 89(jj)).

13. Will submit an accountability plan no later than the end of the first year of the school’s charter, establishing specific five year performance objectives as specified in the state regulations (603 CMR 1.04 (3)(i)) and guidelines.

14. Will submit an annual independent audit to the Department of Elementary and Secondary Education and the Office of the State Auditor no later than November 1st of every year, as required by the charter school statute (Mass. Gen. Laws c. 71, § 89(jj)), or at such other time as designated in 603 CMR 1.08 (3)).

15. Will submit required enrollment data each March to the Department of Elementary and Secondary Education by the required deadline (Mass. Gen. Laws c. 71, § 89(o), and 603 CMR 1.08(5)).

16. Will meet enrollment projections through demonstration of support for the proposed charter school in the communities from which students would be likely to enroll (603 CMR 1.04(3)(c)).

17. Will operate in compliance with generally accepted government accounting principles (Mass. Gen. Laws c. 71, § 89(jj)).

18. Will maintain financial records to meet the requirements of Mass. Gen. Laws c. 71, § 89 and 603 CMR 1.00.

19. Will participate in the Massachusetts State Teachers’ Retirement System (Mass. Gen. Laws c. 71, § 89(y)).

20. Will employ individuals who either hold an appropriate license to teach in a public school in Massachusetts or who will take and pass the Massachusetts Tests for Educator Licensure (MTEL) within their first year of employment and meet all applicable staff requirements of the federal No Child Left Behind Act (Mass. Gen. Laws c. 71 § 89(ii), and 603 CMR 1.06(4)).

21. Will provide the Department of Elementary and Secondary Education with written assurance that a criminal background check has been performed, prior to their employment, on all employees of the school who will have unsupervised contact with children (Mass. Gen. Laws c. 71, § 38R, and 603 CMR 1.04(7)(d)).

22. Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building(s) and on school property (603 CMR 1.04(7)(e), 1.04(7)(f), 1.05(7)(g), and 1.05(7)(h)).

23. Will maintain uninterrupted necessary and appropriate insurance coverage (603 CMR 1.04(7)(h)).
24. Will submit to the Department of Elementary and Secondary Education the names, home addresses, and employment and educational histories of proposed new members of the school’s board of trustees for approval prior to their service (603 CMR 1.06(1)(b)).

25. Will ensure that every member of the school’s board of trustees shall meet all training as required by the Department of Elementary and Secondary Education and any other requirements by other state agencies, including the requirements under the Commonwealth’s open meeting law and conflict of interest law (603 CMR 1.06).

26. Will ensure that all members of the school’s board of trustees file with the Department of Elementary and Secondary Education, the State Ethics Commission, and the city or town clerk where the charter school is located completed financial disclosure forms for the preceding calendar year according to the schedule required by the Office of Charter Schools and School Redesign (Mass. Gen. Laws c. 71, § 89(u)). The disclosure is in addition to the requirements of said chapter 268A and a member of a board of trustees must also comply with the disclosure and other requirements of said chapter 268A.

27. Will recognize, if applicable, an employee organization designated by the authorization cards of 50 percent of its employees in the appropriate bargaining unit as the exclusive representative of all the employees in such unit for the purpose of collective bargaining (Mass. Gen. Laws c. 71, § 89(y)).

28. Will provide the Department of Elementary and Secondary Education with a federal taxpayer identification number issued solely to the charter school and all required information regarding a bank account held solely in the name of the charter school (603 CMR 1.04(8)).

29. Will, in the event the board of trustees intends to procure substantially all educational services for the charter school through a contract with another person or entity, submit such contract for approval by the Board of Elementary and Secondary Education to provide for any necessary revisions and approval prior to the beginning of the contract period (Mass. Gen. Laws c. 71, § 89(c)(5)).

30. Will notify the Department of Elementary and Secondary Education immediately in writing of any change in circumstances that may have a significant impact on the school’s ability to fulfill its goals or missions as stated in its charter (603 CMR 1.08(11)).

31. Will submit in writing to the Commissioner of Elementary and Secondary Education a request to amend its charter if the school plans to make a change to its operations as defined in 603 CMR 1.10.

---

Signature: Margaret M Campbell
Title: Executive Director
Date: July 30, 2015

Department of Elementary and Secondary Education
Application for Renewal of a Public School Charter
Renewal Application Certification Statement

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>Codman Academy Charter Public School</th>
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<tbody>
<tr>
<td>Location:</td>
<td>637 Washington Street, Dorchester, MA 02124</td>
</tr>
</tbody>
</table>

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury.

[Signature: Chair of Board of Trustees (or designated signatory authority)]

[Date: 7/30/15]

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<thead>
<tr>
<th>Print/Type Name:</th>
<th>William J. Walczak</th>
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<tbody>
<tr>
<td>Title (if designated):</td>
<td>President, Board of Trustees</td>
</tr>
<tr>
<td>Date of approval by board of trustees:</td>
<td>07/21/2015</td>
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Department of Elementary and Secondary Education
Application for Renewal of a Public School Charter
Appendix C must contain documentation of compliance with all building, health, safety, and insurance requirements as well as Department Guidance. *If these are not up to date, please provide evidence that you have scheduled the necessary inspections for the fall of 2015.* Please attach the following as a part of Appendix C:

- ✔ Up-to-date Certificate of Occupancy
- ✔ Up-to-date Fire Inspection Certificate
- ✔ Up-to-date Building Safety Inspection
  - Up-to-date Flammable Compounds and Liquids Certificate (if applicable)
- ✔ Up-to-date Health Inspection
- ✔ Up-to-date Insurance Certificate(s)
  - Asbestos Inspection and Management Plan (if applicable)
  - Lead Paint Inspection (if applicable)
CERTIFICATE OF USE AND OCCUPANCY

Certificate # COO189403

Issued: 10/11/2012

IN ACCORDANCE WITH THE PROVISIONS OF CHAPTER 802, ACTS OF 1972, AS AMENDED, TO WIT, SECTION 119.0, A CERTIFICATE OF USE AND OCCUPANCY IS ISSUED FOR THE BUILDING LOCATED AT:

637 Washington ST
Dorchester, MA 02124
Ward: 17

IN SUFFOLK COUNTY, COMMONWEALTH OF MASSACHUSETTS. THIS CERTIFIES THAT THE USE GROUP, THE FIRE GRADING, THE MAXIMUM LOAD AND THE OCCUPANCY LOAD COMPLIES WITH THE COMMONWEALTH OF MASSACHUSETTS STATE BUILDING CODE BY ISSUE OF PERMIT(S) LISTED BELOW BY THE INSPECTIONAL SERVICES COMMISSIONER OF THE CITY OF BOSTON, THE ALLOWED USE AND OCCUPANCY IS:

Health Care Uses, Outpatient Clinic, Educational Uses, Pharmacy
Alt68328 issued 9/13/2011
COO for Basement, First Floor (classrooms, dining room, offices, kitchen, presentation room), Second & Third Floor (exam rooms, healthcare uses, offices) ONLY

ISSUANCE OF THIS CERTIFICATE INDICATES THERE ARE NO OUTSTANDING VIOLATIONS AGAINST THIS PROPERTY. ALL PRIOR CERTIFICATES OF USE AND OCCUPANCY FOR THIS STRUCTURE ARE NULL AND VOID.

[Signature]
Gary Meoel
Inspector of Buildings
Boston Fire Department
Field Inspection Report

District: 11
Company: Ladder 6

A. Facility Name: CODMAN ACADEMY CHARTER SCHOOL
Address: 639 - 637 Washington ST

B. 1st Quarter 2nd Quarter 3rd Quarter 4th Quarter

C. License Category: Schools

D. Licensed Posted: Yes No Specific Use:

CERTIFICATE OF OCCUPANCY or INSPECTION POSTED: Yes No Specific Use:

E. EXTERIOR SURVEY
1. Fire Department Access Unobstructed Yes No
2. Exit Doors Free of Obstructions Yes No
3. Clear Path to Public or Safe Area Yes No
4. FD Connection Visible and Marked Yes No
5. Fire Escapes Clear and Unobstructed Yes No
6. Date of Last Fire Escape Inspection NA
7. Exterior Housekeeping Good Poor

F. FIRE ALARM SYSTEMS
1. Panel Status Normal Yes No
2. Carbon Monoxide Detectors Present Yes No
3. Condition of Devices (heat & smoke etc) Good Poor
4. Date of Last Fire Alarm Test 10-04-14
5. Date of School's Last Fire Drill 10-04-14

G. FIRE PROTECTION SYSTEMS
1. Sprinkler System Present Yes No
2. Are System Valves Accessible Yes No
3. System Valves Open (OSV or PIV) Yes No
4. Sprinklers at Least 18" From Storage Yes No
5. Heads Free of Foreign Matter Yes No
6. Date of Last Fire Pump Test 8-7-2014
7. Date of Last Sprinkler Test 8-7-2014
8. Standpipes Provided Yes No
9. Hose Valves Accessible for Dept. Use Yes No
10. Kitchen Hood System Present Yes No
11. System Free of Excess Grease Yes No
12. Hood Suppression System Charged Yes No
13. Date of Last Hood Cleaning 3-10-15
14. Date of Last Annual Hood Inspection 2-10-15

H. EMERGENCY LIGHTS
1. Operable Yes No
2. Adequately Illuminate Path of Egress Yes No

I. EXIT SIGNS
1. Readily Visible Yes No
2. Illuminated Yes No

J. MEANS OF EGRESS
1. Exit Access Clear and Unobstructed Yes No
2. Exit Clear and Unobstructed Yes No
3. Exit Discharge Unobstructed Yes No
4. Exit Doors Unlocked * Yes No
5. Exit Doors Operate Properly Yes No
6. Panic Hardware Operates Correctly ** Yes No
7. Self Closures Operate Correctly Yes No
8. Corridor Smoke Doors Closed or held open by alarm controlled device Yes No
9. Stairwells Clear of Combustibles Yes No
10. Evacuation Plan on Site NA Yes No

K. HOUSEKEEPING
1. General Housekeeping Good Poor
2. Hazardous Area Housekeeping Good Poor
3. Flammable & Combustible Liquids Properly Stored NA

L. FIRE EXTINGUISHERS
1. Proper Type for Area: Yes
2. Charged and Operable: Yes
3. Inspected Within Past 12 Months: Yes

GF 65 Issued Yes No
Agency Referred Yes No
Abatement Issued Yes No
Abatement #: 

RANK/TITLE: 
Date: 
Facility Rep: 

COMMENTS (USE BACK IF NECESSARY)
Boston Inspectional Services Department
Building and Structures Division

1010 Massachusetts Avenue Boston, MA 02118 Telephone: (617) 635-5300

CERTIFICATE OF INSPECTION

Issued in accordance with the provisions of chapter 802 of the Acts of 1972 as amended.

Owner/Licensee: Codman Square Health Center & Academy
Anthony Stanislawicz
637 Washington St.
Dorchester, MA 02124
(617)622-8332

No: 81348

Occupancy
Dinning Room
Presentation Room - Option A
Presentation Room - Option B
Classrooms #1, 2, 3, 4, 5 7 6
Health Center

Max Capacity Breakdown
84 Persons First Floor
160 Persons First Floor
166 Persons First Floor
120 Persons First Floor - 20 per classroom
250 Persons Max. Option B & 244 Max. Option A

Issued: 11/5/2014
Expires: 10/11/2015

This certificate shall be void if the number of occupants is increased, or material changes or alterations are made, or if egresses are obstructed or changed.

I certify that these premises have been inspected and approved by the Inspectional Services Department and the requirements of Massachusetts General Law, C 143 S.1 et seq.

A copy of this certificate must be posted in a conspicuous public place.

43
Boston Inspectioanl Services
Health Division - Food Services Inspection
1010 Massachusetts Avenue, Boston, MA 02118
Telephone: (617) 635-5326  Fax: (617) 635-5388
Web: www.cityofboston.gov/isd/health

Business Name: CODMAN ACADEMY CHARTER SCHOOL
License/ AP #: 94747   Type: Children’s Feeding Program
Address: 637 Washington ST
Inspector: Andy Frigulietti
Owner/ Operator: Attn: Meg Campbell, Exe. Dir. - APPLICANT (P)

Inspection Time: 10:11 AM
Issue Date: 1/22/2015

Med1 Initial Inspection

Result Notes: Inspection was being conducted during the preparation of lunch . At the
time of the inspection all hand sinks were fully functional , stocked and
observed being used . Sliced cheese inside of the basement walk - in cooler
was at 38F. Grated cheese inside of the 2 door upright cooler at 39F. All
foods inside of both the walk - in and upright freezers were solid . High
temperature dishwasher with a final rinse of 180F and a wash temperature
of 150F. Sliced cucumbers inside of the front service cold holding unit was
at 39F. Cooked chicken and rice were both at over 140F. All staff were
observing wearing gloves and some form of hair restraint while handling
ready to eat foods . Test strip for the sanitizing buckets registered at
200ppm. Dry goods were observed being stored elevated at least 6 inches
off the ground . All equipment and utensils were being stored in clean and
protected area’s. Hood and Ventilation tags were up to date and posted . Pest
control reports were up to date and there was no evidence of any rodent
activity during the course of the inspection . All certifications were posted
and up to date.

Official Order for Correction: Based on an inspection this day, the items cited below identify the violations in operation or
facilities which must be corrected by the date specified below. This report, when signed by a Board of Health (BOH) member
or its agent constitutes and order of the BOH to correct violations. Failure to comply with this notice may result in immediate
suspension of your permit. If aggrieved by this directive , you have a right to a hearing . Your request must be in writing and
submitted to ISD at the above address within ten (10) days of receipt of this order.

Re-inspection Date: 1/22/2015
Signed 1/22/2015 10:52:54 AM by ANDY FRIGULIETTI - INSPECTOR

Signed 1/22/2015 10:58:38AM by Person In Charge

Page 1 of 1
# Certificate of Liability Insurance

**Important:** If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

### Producer
- **Name:** Fred C. Chrust, Inc.
- **Address:** 41 Wexford Street
- **City:** Lowell, MA 01851
- **Phone:** (800) 226-1965

### Insured
- **Name:** Codman Academy Charter Public School, Codman Academy Foundation Inc, Codman Academy Realty Corp.
- **Address:** 637 Washington Street
- **City:** Dorchester, MA 02124

### Certificate Number: 54322

### Coversages
- **B General Liability**
  - **Type of Insurance:** Commercial General Liability
  - **Policy Number:** ZIN8595517
  - **Limits:** Each Occurrence: $1,000,000, Damage to Rented Premises (At Occurrence): $500,000, Medical Exp (Any one Person): $10,000, Personal & Advertising Injury: $1,000,000, General Aggregate: $3,000,000, Products-Completed Operations, All Hazards: $1,000,000
- **A Umbrella Liability**
  - **Type of Insurance:** Excess Liability
  - **Policy Number:** UN81856624
  - **Limits:** Each Occurrence: $4,000,000, General Aggregate: $4,000,000
- **C Workers Compensation and Employers Liability**
  - **Policy Number:** WC100068205
  - **Limits:** Each Accident: $1,000,000, E.L. Disease - Employee: $1,000,000, E.L. Disease - Employer: $1,000,000

### Description of Operations / Locations / Vehicles
- **Location:** 020-052 Washington St and 360-367 Talbot St., Dorchester, MA 02121

### Certificate Holder
- **Name:** Eastern Bank, REA (ATM)
- **Address:** PO Box 397
- **City:** Lynn, MA 01903-0491

### Cancellation
- **Notice:** 481-1235 Notice of Cancellation to Designated Entity added for 30 Days Notice to certificate holder

### Authorized Representative
- **Signature:** [Signature]

---

**ACORD 25 (2010/05)**

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CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER: Fred C. Church, Inc.
41 Walden Street
Lowell, MA 01851
(978) 266-1966

CONTACT NAME: Jeanne Pitts, CIC, CRSP
PHONE: (978) 322-7092
FAX: (978) 454-1885
E-MAIL: gitta@fredchurch.com

INSURED:
Codman Academy Charter Public School, Codman Academy Foundation Inc, Codman Academy Realty Corp.
607 Washington Street
Dorchester, MA 02124

INSURER(A) AFFORDING COVERAGE
Hanover Insurance Company
22292

INSURER(B)
Massachusetts Bay Insurance
22206

COVERAGES

<table>
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<tr>
<th>COVERAGE</th>
<th>TYPE OF INSURANCE</th>
<th>ADJL/صيان</th>
<th>INSUR ENDD</th>
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<th>INSUR ENDD</th>
<th>POLICY NUMBER</th>
<th>POLICY EFFECT (MM/DD/YYYY)</th>
<th>POLICY EXP (MM/DD/YYYY)</th>
<th>LIMITS</th>
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<td>E. L. DISEASE - POLICY LIMIT 1,000,000</td>
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DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Project Location: ISO-422 Washington St and 633-637 Talbot St, Dorchester, MA 02124

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Endorsement 401-1205 Notice of Cancellation to Designated Entity added for 30 Day Notice to certificate holder

CHASE NTMC Codman Academy Investment Fund, LLC
150 N. Main Street, 10th Floor
Milwaukee, WI 53202
(414) 271-5360

Authorized Representative

Cert Holder # 56182

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ACORD 25 (2010/06)
CERTIFICATE OF LIABILITY INSURANCE

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IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Paul C. Church, Inc.
41 Welman Street
Lowell, MA 01851
(800) 225-1865

CONTACT
NAME: Jeanine Pitts, CIC, CISR
PHONE: 978-322-7282
FAX: (978) 454-1866
EMAIL: jpitts@trinitychurch.com

INSURED
Codman Academy Charter Public School, Codman Academy Foundation Inc Codman Academy Realty Corp.
607 Washington Street
Dorchester, MA 02124

INSURER(S) AFFORDING COVERAGE
INER A: Hanover Insurance Company
22265
INSURER B: Massachusetts Bay Insurance
22265
INSURER C: Independence Casualty Insurance Company
11984
INSURER D: Independence Casualty Insurance Company
11984
INSURER E: Independence Casualty Insurance Company
11984

COVERAGES
CERTIFICATE NUMBER: 54322

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR TYPE OF INSURANCE ADS/LIMR SUBM INSTRLVAL POLICY NUMBER POLICY EFF (MM/DD/YYYY) POLICY EXP (MM/DD/YYYY) LIMITS
B GENERAL LIABILITY
X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR CLAIMS-MADE X OCCUR
X Student Internship Liability
ZDN8965687 7/1/2015 7/1/2016 EACH OCCURRENCE $1,000,000

COMBINED SINGLE LIMIT (Ex occurrence) $500,000
MED EXP (Any one person) $15,000
PERSONAL & ADJURY $1,000,000
GENERAL AGRGATE $3,000,000
PRODUCTS - COMPOS AGG $2,000,000

A AUTOMOBILE LIABILITY
ANY AUTO
ALL OWNED AUTOS
SCHEDULED AUTOS
NON-OWNED AUTOS
X HIRED AUTOS
COMBINED SINGLE LIMIT (Per accident) $100,000
BOOLOGY (Per person) $5,000
BOOLOGY (Per accident) $10,000
PROPERTY DAMAGE (Per accident) $10,000

A UMBRELLA LIAB
X OCCUR CLAIMS-MADE
X OCCUR CLAIMS-MADE
UHN8965624 7/1/2015 7/1/2016 EACH OCCURRENCE $4,000,000

A EXCESS LIAB
AGGREGATE $4,000,000

C WORKERS COMPENSATION AND EMPLOYERS LIABILITY
ANY PROPRIETOR(PARTNER)/EXECUTIVE OFFICER/INSURANCE EXCLUDED (Mandatory or not)
X N/A
X INSURANCE EXCLUDED
DESCRIPTION OF OPERATIONS below WCh00000525 7/1/2015 7/1/2016

X EXCEPTED LIMITS
E L EACH ACCIDENT $1,000,000
E L EACH ACCIDENT - EA EMPLOYEE $1,000,000
E L EACH ACCIDENT - EA EMPLOYEE $1,000,000
E L EACH ACCIDENT - POLICY LIMIT $1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
Project Location: 607-622 Washington St and 309-367 Talbot St., Dorchester, MA 02121

Endorsement 401-1235 Notice of Cancellation to Designated Entity added for 30 Days Notice to certificate holder.

CERTIFICATE HOLDER
CMG Bank 400 N Ector Blvd, 1500 N Pearl St 3rd Floor
Dallas, TX 75201

CANCELLATION
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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ACORD 25 (2010/05)

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EVIDENCE OF COMMERCIAL PROPERTY INSURANCE

THIS EVIDENCE OF COMMERCIAL PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

PROPERTY INFORMATION (Use REMARKS on page 2, if more space is required)

LOCATION/DESCRIPTION
Project Address: 620-622 WashingtonSt and 363-367 Talbot St., Dorchester, MA 02124

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

PERILS INSURED
- BUSINESS INCOME
- RENTAL VALUE
- BLANKET COVERAGE
- TERRORISM COVERAGE
- IS THERE A TERRORISM-SPECIFIC EXCLUSION?
- IS DOMESTIC TERRORISM EXCLUDED?
- LIMITED FUNGUS COVERAGE
- FUNGUS EXCLUSION (If "YES", specify organization's form used)
- REPLACEMENT COST
- AGREED VALUE
- COINSURANCE
- EQUIPMENT BREAKDOWN (If Applicable)
- ORDINANCE OR LAW
- EARTH MOVEMENT (If Applicable)
- FLOOD (If Applicable)
- WND / HAIL (If Subject to Different Provisions)
- PERMISSION TO WAIVE SUBROGATION IN FAVOR OF MORTGAGE HOLDER PRIOR TO LOSS

BUILDING-RISK FORM IM705C

COMMERCIAL PROPERTY COVERAGE AMOUNT OF INSURANCE: $7,250,000

DED: 5.00C

COVERAGE

BASIC

BROAD

SPECIAL

Builders Risk Form IM705C

ADDITIONAL NAMED INSURED(S)
Codman Academy Foundation Inc.; Codman Academy Realty Corp.

THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

This replaces prior evidence dated:

This evidence of insurance does not constitute a contract between

THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN

THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

ADDITIONAL INTEREST

MORTGAGEE

CONTRACT OF SALE

LENDER SERVICING AGENT NAME AND ADDRESS

AUTHORIZED REPRESENTATIVE

ACORD 28 (2009/12)

CERTIFICATE OF INSURANCE

Page 1 of 2

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Mortgageholders Endorsement IM7084 09 08 1C day cancellation for NP notice/30 day cancellation for any other reason
Loss Payable Options IM7854 04 04 1C day cancellation for NP notice/30 day cancellation for any other reason
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The policies of insurance listed below have been issued to the insured named above for the policy period indicated. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this evidence of property insurance may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies. Limits shown may have been reduced by paid claims.

**Coverage Information**

- **Perils Insured:** Builders Risk Form IM705
- **amount of insurance:** $7,250,000
- **deductible:** $5,000

**Business Income**
- **limit:** $1,000,000

**Blanket Coverage**
- **limit:** $5,000

**Terrorism Coverage**
- **limit:** $7,250,000

**Fungus Exclusion**
- **limit:** $7,250,000

**Replacement Cost**
- **limit:** $7,250,000

**Agreed Value**
- **limit:** $7,250,000

**coinsurance**
- **limit:** $7,250,000

**Equipment Breakdown**
- **limit:** $7,250,000

**Ordinance or Law**
- **Coverage for loss to undamaged portion of building:** $7,250,000
- **Demolition Costs:** $7,250,000
- **Incr. Cost of Construction:** $7,250,000

**Earth Movement**
- **limit:** $7,250,000

**Flood**
- **limit:** $7,250,000

**Wind / Hail**
- **limit:** $7,250,000

**Permission to Waive Subrogation in Favor of Mortgage Holder Prior to Loss**
- **limit:** $7,250,000

**Cancellation**

Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

**Additional Interest**

- **Mortgagee**
- **Contract of Sale**
- **Lender Servicing Agent Name and Address**

**Name and Address**

- **Eastern Bank, ISAOA ATIMA**
- **Attn: Loan Operations - BCK 309**
- **PO Box 391**
- **Lynn, MA 01903-0491**

**Cert Holder**

- **Page 1 of 2**
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Mortgageholders Endorsement IM7084 06 06 10 day cancellation for NP notice 30 day cancellation for any other reason
Loss Payable Options IM7854 04 04 10 day cancellation for NP notice 30 day cancellation for any other reason
EVIDENCE OF COMMERCIAL PROPERTY INSURANCE

DATE (MM/DD/YYYY) 6/19/2015

THIS EVIDENCE OF COMMERCIAL PROPERTY INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE ADDITIONAL INTEREST NAMED BELOW. THIS EVIDENCE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS EVIDENCE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE ADDITIONAL INTEREST.

PRODUCER NAME: Fred C. Church, Inc. 978 3227262 COMPANY NAME AND ADDRESS: Massachusetts Bay Insurance

CONTACT PERSON AND ADDRESS: 113 Wallman Street, Lowell, MA 01851 (800) 225-1865 NAIC NO: 22306

POLICY TYPE: Commercial Package Policy

IN CASE OF MULTIPLE COMPANIES, COMPLETE SEPARATE FORM FOR EACH

LOAN NUMBER: POLICY NUMBER: ZDN8995597

EFFECTIVE DATE: 7/1/2014 EXPIRATION DATE: 7/1/2015

CONTINUED UNTIL TERMINATED IF CHECKED

THIS REPLACES Prior EVIDENCE DATED:

PROPERTY INFORMATION (Use REMARKS on page 2, if more space is required) BUILDING OR BUSINESS PERSONAL PROPERTY

LOCATION/DESCRIPTION

Project Address: 620-622 Washington St and 363-367 Talbot St, Dorchester, MA 02121

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS EVIDENCE OF PROPERTY INSURANCE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

COVERAGE INFORMATION

<table>
<thead>
<tr>
<th>PERILS INSURED</th>
<th>BASIC</th>
<th>BROAD</th>
<th>SPECIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMERCIAL PROPERTY COVERAGE AMOUNT OF INSURANCE:</td>
<td>$5,000,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DED: 10,000

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BUSINESS INCOME</td>
<td>RENTAL VALUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLANKET COVERAGE

X

TERRORISM COVERAGE

X

IS THERE A TERRORISM-SPECIFIC EXCLUSION?

X

IS DOMESTIC TERRORISM EXCLUDED?

X

LIMITED FUNGUS COVERAGE

X

FUNGUS EXCLUSION (IF "YES", specify organization's form used)

X

REPLACEMENT COST

X

AGREED VALUE

X

COINSURANCE

X

EQUIPMENT BREAKDOWN (IF Applicable)

X

ORDINANCE OR LAW

- Coverage for loss to undamaged portion of bldg

X

5,000,000

10,000

- Demolition Costs

X

500,000 Combined with Incr Cost

10,000

- Incr. Cost of Construction

X

500,000 Combined with Demo Cost

10,000

EARTH MOVEMENT (IF Applicable)

X

FLOOD (IF Applicable)

X

WIND / HAIL (IF Subject to Different Provisions)

X

PERMISSION TO WAIVE SUBROGATION IN FAVOR OF MORTGAGE HOLDER PRIOR TO LOSS

X

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

ADDITIONAL INTEREST

MORTGAGE

X

LENDERS LOSS PAYABLE

X

NAME AND ADDRESS: CNMC Sub-CDE 68, LLC c/o JPMorgan Chase Bank, N.A., AAAS/ISAQA/ATIMA 700 N Pearl St, 13th Floor Mail Code: TX1-2625 Dallas, TX 75201

AUTHORIZED REPRESENTATIVE

ACORD 28 (2009/12) Cert Holder # 31944

ACORD 28 (2009/12) Mat # 38437

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Loss Payable Provisions CP1218 10 12 10 day notice of cancellation for NP/30 day notice of cancellation for any other reason
**EVIDENCE OF COMMERCIAL PROPERTY INSURANCE**

**DATE (MM/DD/YYYY)**: 6/19/2015

---

**CONTACT PERSON AND ADDRESS**:
Fred C. Church, Inc.  
41 Wollman Street, Lowell, MA 01851  
(800) 225-1865

**PHONE**: (978) 454-1865  
**E-MAIL**: pilts@fredccchurch.com

**COMPANY NAME AND ADDRESS**: Massachusetts Bay Insurance  
**NAIC NO**: 22306

---

**AGENCY**: 38437

**CUSTOMER ID**:

**EVIDENCE OF COMMERCIAL PROPERTY INSURANCE**

**LOAN NUMBER**:  
**POLICY NUMBER**: ZDN895597

**Policy Information**

**Named Insured and Address**:
Codman Academy Charter Public School  
637 Washington Street, Dorchester, MA 02124

**Effective Date**: 7/1/15  
**Expiration Date**: 7/1/16

**Additional Named Insured(s)**:
Codman Academy Foundation Inc., Codman Academy Realty Corp.

**This replaces prior evidence dated**:

---

**Property Information**

**Location/Description**:
Project Address: 620-622 Washington St and 363-367 Talbot St., Dorchester, MA 02121

**Policies of Insurance Listed Below Have Been Issued to the Insured Named Above for the Policy Period Indicated. Notwithstanding Any Requirement, Term or Condition of Any Contract or Other Document With Respect to Which This Evidence of Property Insurance May Be Issued or May Pertain, the Insurance Afforded by the Policies Described Herein Is Subject to All the Terms, Exclusions and Conditions of Such Policies. Limits Shown May Have Been Reduced by Paid Claims.**

**Coverage Information**

**Commercial Property Coverage Amount of Insurance**: $ 5,000,000  
**Deductible**: 10,000

**Perils Insured**

<table>
<thead>
<tr>
<th>Basic</th>
<th>Broad</th>
<th>Special</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Business Income**

**Rentable Value**: X

**Blanket Coverage**: X

**Terrorism Coverage**: X

**Is There a Terrorism-Specific Exclusion?**: X

**Is Domestic Terrorism Excluded?**: X

**Limited Fungus Coverage**: X

**Fungus Exclusion (If "Yes", specify organization's form used)**: X

**Replacement Cost**: X

**Agreed Value**: X

**Contribution**

**Yes**: %

**Equipment Breakdown (If Applicable)**: X

**Ordinance or Law**

- Coverage for loss to undamaged portion of building: X
  - Demolition Costs: X
  - Incr. Cost of Construction: X

**Earth Movement (If Applicable)**: X

**Flood (If Applicable)**: X

**Wind / Hail (If Subject to Different Provisions)**: X

**Permission to Waive Subrogation in Favor of Mortgage Holder Prior to Loss**: X

---

**Cancellation**

**Should Any of the Above Described Policies Be Cancelled Before the Expiration Date Thereof, Notice Will Be Delivered in Accordance with the Policy Provisions.**

---

**Additional Interest**

**Mortgages**: X

**Lenders Loss Payable**: X

**Name and Address**:
Eastern Bank, ISAOA ATIMA  
Attn: Loan Operations - BCK 309  
PO Box 391, Lynn, MA 01903-0491

**Authorized Representative**

---

**ACORD 28 (2009/12)**  
Cert Holder #:  
Page 1 of 2  
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Loss Payable Provisions CP1218 10 12 10 day notice of cancellation for NP/30 day notice of cancellation for any other reason
Appendix D
Additional Information

Board of Trustees Turnover

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Total Membership</th>
<th>Members Joining</th>
<th>Members Departing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>15</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2012-2013</td>
<td>15</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2013-2014</td>
<td>15</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2014-2015</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Add rows as necessary*
Appendix E
Application Content Checklist

The completed Application should present the required information in the following order:
✓ Cover page labeled “Application for Renewal of a Public School Charter” that lists the following information:
  ✓ School name
  ✓ School address
  ✓ School contact information: name, title, telephone, and email address
  ✓ Date of Application approval by the school’s board of trustees
  ✓ Application submission date
✓ Cover letter (optional)
✓ Table of contents listing all major sections and appendices
✓ Introduction to school (Table)
✓ Performance and plans section (not to exceed 25 pages)
  ✓ Faithfulness to Charter
    ✓ Criterion 1: Mission and Key Design Elements
    ✓ Criterion 4: Dissemination
  ✓ Academic Program Success
    ✓ Criterion 5: Student Performance
    ✓ Criterion 6: Program Delivery
    ✓ Criterion 7: Culture and Family Engagement
  ✓ Organizational Viability
    ✓ Criterion 8: Capacity
    ✓ Criterion 9: Governance
    ✓ Criterion 10: Finance
✓ Plans for the Next Five Years
✓ Appendices
  ✓ A. Accountability Plan Performance
  ✓ B. Statement of Assurances and Certifications
    ✓ Statement of Assurances
    ✓ Renewal Application Certification Statement (required of Commonwealth and Horace Mann charters)
      • [n/a] Horace Mann Renewal Application Certification Statement (required of Horace Mann charters)
  ✓ C. Documentation of compliance with all building, health, safety, and insurance requirements:
✓ Up-to-date Certificate of Occupancy
✓ Up-to-date Fire Inspection Certificate
✓ Up-to-date Building Safety Inspection
  ▪ [n/a] Up-to-date Flammable compounds and Liquids Certificate (if applicable)
✓ Up-to-date Health Inspection
✓ Up-to-date Insurance Certificate(s)
  ▪ [n/a] Asbestos Inspection and Management Plan (if applicable)
  ▪ [n/a] Lead Paint Inspection (if applicable)
✓ D. Additional Information, as required in these Guidelines
  ✓ Board of trustees turnover
This form must be signed by a duly authorized representative of the charter school. An application for renewal will be considered incomplete and will not be accepted if it does not include the Statement of

1. **THE PRIMACY OF SELF-DISCOVERY**
   Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher’s primary task is to help students overcome their fears and discover they can do more than they think they can.

2. **THE HAVING OF WONDERFUL IDEAS**
   Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

3. **THE RESPONSIBILITY FOR LEARNING**
   Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

4. **EMPATHY AND CARING**
   Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

5. **SUCCESS AND FAILURE**
   All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

6. **COLLABORATION AND COMPETITION**
   Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

7. **DIVERSITY AND INCLUSION**
   Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

8. **THE NATURAL WORLD**
   A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

9. **SOLITUDE AND REFLECTION**
   Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

10. **SERVICE AND COMPASSION**
    We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an Expeditionary Learning school’s primary functions is to prepare students with the attitudes and skills to learn from and be of service.
## Appendix G
### Curriculum Map excerpt

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>Humanities</th>
<th>STEM</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies</strong></td>
<td><strong>ELA</strong></td>
<td><strong>Science</strong></td>
<td><strong>Module 1: Ratios and Unit Rates (Part of Grade 7, Module 1: Ratios and Proportional Relationships)</strong></td>
</tr>
<tr>
<td><strong>Codman Community Stories</strong></td>
<td></td>
<td></td>
<td><strong>CCSS Math:</strong></td>
</tr>
<tr>
<td><strong>Possible Guiding Questions:</strong></td>
<td></td>
<td><strong>Possible Guiding Questions:</strong></td>
<td>- Understand ratio concepts and use ratio reasoning to solve problems. (6.RP.1, 6.RP.2, 6.RP.3)</td>
</tr>
<tr>
<td>- What stories do we bring with us to our Codman community?</td>
<td></td>
<td>- How do you approach a problem with a scientific eye?</td>
<td>- Analyze proportional relationships and use them to solve real-world and mathematical problems. (7.RP.1, 7.RP.2, 7.RP.3)</td>
</tr>
<tr>
<td>- How does our past influence our view of the present?</td>
<td></td>
<td>- In what ways do you see the world around you like a scientist?</td>
<td></td>
</tr>
<tr>
<td>- How does diversity enrich a community?</td>
<td></td>
<td>- What kind of science is happening in our community?</td>
<td></td>
</tr>
<tr>
<td><strong>Approximate Timeline:</strong></td>
<td></td>
<td><strong>Approximate Timeline:</strong></td>
<td>2 weeks</td>
</tr>
<tr>
<td>- 2 weeks</td>
<td></td>
<td>- 2 weeks</td>
<td></td>
</tr>
<tr>
<td><strong>CCSS ELA:</strong></td>
<td></td>
<td><strong>MA-NG Science Standards:</strong></td>
<td><strong>Gr.3-5-ETS1-1.</strong> Define design problem</td>
</tr>
<tr>
<td><strong>Possible Projects:</strong></td>
<td></td>
<td>- 4.3-5-ETS1-3. Test Models</td>
<td></td>
</tr>
<tr>
<td>- School display board with grade 5 &amp; 6 student pictures and stories</td>
<td></td>
<td>- Science-Engineering Practices</td>
<td></td>
</tr>
<tr>
<td><strong>Possible Cross-Discipline Connections:</strong></td>
<td></td>
<td><strong>Resources:</strong></td>
<td><a href="http://www.sciencenotebooks.org">http://www.sciencenotebooks.org</a></td>
</tr>
<tr>
<td>- Science: Making observations</td>
<td></td>
<td><strong>Possible Cross-Discipline Connections:</strong></td>
<td>- Hum: Small moment stories of scientists in the community</td>
</tr>
<tr>
<td>- Other notes/ideas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Include memoir reading to tie in social studies, a look at how we communicate history</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Rules to Live By (Expedition)** | | **Lithgow Simple Machines** | |
| **Possible Guiding Questions:** | | **Possible Guiding Questions:** | - What simple machines are being planned for our new building? |
| - How do people formulate and communicate personal “rules to live by”? | | - How do simple machines work? | |
| - How do individuals ‘rules to live by’ influence others? | | **Approximate Timeline** | 5+ weeks, starting in September |
| - How do individuals help create and participate in the societal rules or laws? | | **MA-NG Science Standards:** | **4-ESS1-1.** Erosion, deposition & rock Layers |
| **Approximate Timeline:** | | - 4-ESS2-1. Weathering and erosion | |
| - 11 weeks, up until Winter Break | | - 6-MS-ESS1-4. Rock layers, fossils and geologic timescale | |
| **CCSS ELA:** | | - 5-PS1-3. Identify substance | |
| **MA SS Standards:** | | | |
| - 7.24 Geography of Greek Empire to 300BCE | | | |
| - 7.26 Democratic political concepts in Ancient Greece | | | |
### Instructional Practices and Support

**Q9.1** Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. State assessment data are available in time to impact instructional practices.</td>
<td>62.1%</td>
<td>N/A</td>
<td>59.5%</td>
<td>60.0%</td>
</tr>
<tr>
<td>b. Local assessment data are available in time to impact instructional practices.</td>
<td>81.5%</td>
<td>N/A</td>
<td>71.3%</td>
<td>83.3%</td>
</tr>
<tr>
<td>c. Teachers use assessment data to inform their instruction.</td>
<td>88.7%</td>
<td>N/A</td>
<td>80.0%</td>
<td>77.8%</td>
</tr>
<tr>
<td>d. Teachers work in professional learning communities to develop and align instructional practices.</td>
<td>75.7%</td>
<td>N/A</td>
<td>65.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.</td>
<td>70.8%</td>
<td>N/A</td>
<td>61.9%</td>
<td>88.9%</td>
</tr>
<tr>
<td>f. Teachers are encouraged to try new things to improve instruction.</td>
<td>87.9%</td>
<td>N/A</td>
<td>87.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>g. Teachers are assigned classes that maximize their likelihood of success with students.</td>
<td>57.5%</td>
<td>N/A</td>
<td>60.6%</td>
<td>88.9%</td>
</tr>
<tr>
<td>h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).</td>
<td>70.6%</td>
<td>N/A</td>
<td>79.4%</td>
<td>100.0%</td>
</tr>
<tr>
<td>i. The faculty are committed to helping every student learn.</td>
<td>94.4%</td>
<td>N/A</td>
<td>93.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>j. The curriculum taught in this school is aligned with Common Core Standards</td>
<td>91.5%</td>
<td>N/A</td>
<td>89.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>k. The curriculum taught meets the needs of students.</td>
<td>79.5%</td>
<td>N/A</td>
<td>80.5%</td>
<td>100.0%</td>
</tr>
<tr>
<td>l. Social services are available to ensure that all students are ready to learn.</td>
<td>76.6%</td>
<td>N/A</td>
<td>83.4%</td>
<td>88.9%</td>
</tr>
</tbody>
</table>
Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

<table>
<thead>
<tr>
<th></th>
<th>Massachusetts</th>
<th>Codman Academy Charter Public District</th>
<th>Massachusetts Secondary Schools</th>
<th>Codman Academy Charter Public School</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers are recognized as educational experts.</td>
<td>78.2%</td>
<td>N/A</td>
<td>74.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>b. Teachers are trusted to make sound professional decisions about instruction.</td>
<td>78.4%</td>
<td>N/A</td>
<td>77.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>c. Teachers are relied upon to make decisions about educational issues.</td>
<td>74.1%</td>
<td>N/A</td>
<td>70.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>d. Teachers are encouraged to participate in school leadership roles.</td>
<td>84.2%</td>
<td>N/A</td>
<td>80.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>e. The faculty has an effective process for making group decisions to solve problems.</td>
<td>60.0%</td>
<td>N/A</td>
<td>51.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td>f. In this school we take steps to solve problems.</td>
<td>74.7%</td>
<td>N/A</td>
<td>69.2%</td>
<td>100.0%</td>
</tr>
<tr>
<td>g. Teachers are effective leaders in this school.</td>
<td>78.6%</td>
<td>N/A</td>
<td>74.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Q6.5 Teachers have an appropriate level of influence on decision making in this school.</td>
<td>55.6%</td>
<td>N/A</td>
<td>49.2%</td>
<td>77.8%</td>
</tr>
</tbody>
</table>
Introduction
Our strategic plan outlines where we want to be in five years and how we will use our resources to get there.

Over the next five years, we will focus on the following strategic priorities:
1. Continue to improve our academic program
2. Improve post-Codman success
3. Achieve whole-student success
4. Add lower grades
5. Strengthen health center relationship
6. Strengthen financial sustainability

These strategic priorities articulate what is necessary to accomplish our mission and goals and will form the focus of the strategic plan. They are designed to complement each other and are not mutually exclusive.

Overall goals
Codman is already a great school but we know it can be even more exceptional. We seek to achieve the following ambitious goals by the 2017-18 school year:
• Our graduates will achieve the same 4-year college graduation rates as their peers in affluent suburbs.
  o 46% of Codman grads will get a 4 year degree in 6 years (50% increase from 30% in our first 4 years).
  o 66% of Codman students who matriculate will graduate in 6 years (up from 35% in our first 4 years).
  o 70% of Codman students will matriculate in 4 year schools (down from 90% in our first 4 years).
• At least 95% of our graduates will complete some form of post-graduate training and/or education.
• At least 70% of students who begin Codman will graduate in 5 years.
• At least 90% of our graduates will receive advanced/proficient on the Math and ELA MCAS.
• 100% of our graduates will demonstrate competencies in non-academic areas such as wellness, nutrition, sexual education and financial literacy.
• Core academic programs and operations continue to be financially sustainable.