

NEW ENGLAND LABORERS'/CRANSTON PUBLIC SCHOOLS
CONSTRUCTION and CAREER ACADEMY
BOARD OF DIRECTORS MEETING
November 18, 2014
12:00 P.M. Executive Session
Public Session Immediately Following
4 Sharpe Drive

MINUTES

This meeting of the New England Laborers' and Cranston Public Schools Construction and Career Academy was held on the above date in the conference room and called to order at 12:00 noon with the following members present: Chairman Traficante, Mr. Jay Sabitoni, Mr. Cardi, Dr. Lundsten, Mrs. McFarland and Mr. Santangelo. Absent were Mr. Rampone, Dr. Leone and Mr. Jacobs.

Mr. Santangelo made a motion to convene into Executive Session pursuant to: R.I. State Laws PL 42-46-5(a)(1) Personnel. Seconded by Mr. Sabitoni; all were in favor. At 12:07 executive session was adjourned with a motion by Mr. Cardi; seconded by Mr. Sabitoni, all were in favor.

Call to Order – Public Session

Roll Call/Quorum – the roll was called; there was a quorum present. No votes were taken in executive session.

Executive Session Minutes Sealed – November 18, 2014

A motion to seal these minutes was made by Mr. Cardi; seconded by Mr. Sabitoni. All were in favor.

Minutes of Previous Meeting(s) Approved – August 20, 2014

A motion to approve these minutes was made by Mrs. McFarland, seconded by Dr. Lundsten. All were in favor.

Public Acknowledgements/Communications – none.

Chairperson's Communications

Mr. Traficante stated – I have two things to pass out – 1. Update on the job placement report given to me by Marilyn Coppola, the World to Work Placement coordinator. (Handout A) and 2. An article from the Cranston Herald (handout B) addressing the reauthorization issue. Mr. Curran stated - we were contacted by the Cranston Herald after we received our five year renewal from RIDE, Jen Cowart the educational reporter from the Herald wanted to do a story on our recharter process so she came here for an interview with myself and two of our teachers and also spoke with Ms. Ferris to get further information about the process that we went through to get rechartered. Ms.

Cowart did a pretty thorough job of reporting the interview, a couple of things she did leave out which I would have preferred she include, and that we did talk about, for example, our relationship with the New England Laborers and the support that we have had from them over the recharter process. I do think overall she did a good job with the write up of the five years. It was a very positive article for this school and good to get that positive press out there.

Executive Director's Communications

Mr. Curran stated – first I would like to recognize that we have a guest with us today, Mr. Christopher Sabitoni, International Representative of the New England Laborers' and we are glad to have his support here.

Mr. Curran continued – we have a variety of topics to review today in this meeting and I apologize in advance as this is going to be a very long in our delivery partly because we did have a couple of meetings that we had to postpone, one we had a conflict with the date and back in November I had a health issue that I had to deal with. We have several things on the agenda that ended up in this meeting for those reasons. These topics are all important and some of these topics you will see again in future meetings in the 2015 school year as well.

Staffing Update:

Mr. Curran stated – we will be bringing a recalled teacher to a full-time teacher status. We also added a tech intern position here at the Charter School. As you know Mr. Troiano had been doing our tech support work for several years and he did retire last spring although we did bring in back in August to help us get started and he stayed for about six weeks and he has since gone back to Florida. We contacted some local agencies and we were able to find out we could get a grant from the Governor's Workforce that would subsidize an intern position here. We connected with the local colleges and CCRI did a good job of getting the word out for us and we picked up a technology student at CCRI, Nikita Gorbachev, he will be working ten hours a week as an intern at our school. All the proper paperwork has been done on this intern through the Human Resource office. Fifty percent of that cost is being subsidized by the Governor's Workforce grant. This intern position will compliment Mr. Wooten, our technology teacher and we also get the help from the Technology Department under Donna-Marie Frappier.

Enrollment:

Mr. Curran stated – we are right now at 150 students which is pretty much what we predicted where we would be at this point in time. All our monies and budget is pretty much predicated around 150 students. We certainly would like to have more and are working diligently to get that number to increase. Each week we do get contacts from other schools and parents but we also get in and out migration. We pick up two students and tomorrow may lose one; back to East, West or their out of district school. It is a constant process. I wanted to share with you today a little bit about this as we look forward to next year. Coming around to you now (see handout C) is our breakdown of students by grade level and also showing you how many of them are Cranston students

verses out of district students. This is based on our numbers as of November 7th, grade 9, you recall last year we changed our recruiting format and I think we did a pretty good job of going out into the middle schools last year holding assemblies for the entire 8th grade classes. I went along with our recruiter at the time and we also brought two teachers with us, Ray Johnson and Marilyn Coppolla, to talk about the programs here. You can see from these numbers in 9th grade it worked somewhat. Right now we have 40 students in the 9th grade, last years' 9th grade was about 29 so we did pick up a few more through those efforts. However, what I really want to point out to you is if you look at the 9th grade breakdown, the majority of the students are not from Cranston; 23 out of the 40 are from out of the district; 17 from Cranston. I ran some numbers on that today and we have 774 9th graders in Cranston. So, if you do the math on that out of the 774 9th grades, only 17 came to this school; that is 2%. 2% of the 8th grade class from last year chose to come here; that is a horrible number. We need to be around 10% or I would take 5% but 2%, we can't live on those meager numbers. We really beat the bushes last year and we did pick up more students, both in and out of the district, but it's got to be better than 2%. I want to have a meeting with the middle school principals and asked Jeannine if she would broker that for us to find out what can we do differently at the middle school level to get students to come here. With more than 774 students in Cranston we should be getting more students here. Mr. Santangelo asked – do you know how many students go to LaSalle and Hendricken or other schools from 8th grade? Mr. Curran stated he would find out that answer. Dr. Lundsten stated – from what we have been hearing LaSalle and Hendricken will be starting their own 8th grade next year. Mr. Curran asked Mr. Santangelo – you are a middle school teacher, do you have an opinion as to why we are only getting 2% of the students? Mr. Curran stated, historically out of these 17 students perhaps 3 are from Western Hills, the rest from Park View and Bain. Mr. Santangelo spoke about “wowing” the students, getting them excited, showing them how upbeat this school is at an open house and showing all the aspects of this school, not just the construction part or the World to Work but also the academic portion.

Mr. Curran stated - they (the students) can be impressed by the adults in the building and by the adults in the middle school and what they say about this school. We have met with all the middle school guidance counselors last year and I thought we had made some headway with that telling them how this school has changed over time and the great programs that are available here trying to break up some of the misconceptions about this school. One guidance counselor said to me, I thought you had to be in the construction program to come here so we did discuss some of those miscommunications but I do think that what teachers say in the classrooms as well as what the students and administrators say about the school would be helpful. Discussion ensued regarding recruitment and personnel. Mr. Santangelo suggested just two teams of students come at a time from the middle schools that way the teachers can come along with the students to see this school. Some suggestions made were – addressing the PTO leaders at the quarterly meeting in March and holding that meeting at the Charter School, making a presentation to the Cranston Education Advisory Board. The question was asked who does the recruitment for the CAC&TC – Mr. Auth, the director of that school goes out to recruit. However, the transportation aspect does not match up

with the catchment area. Next year we will be responsible for 100% of the transportation costs for the charter school.

Focus Work:

Ms. Ferris passed out a packet of information (handouts D through I). Ms. Ferris stated – referring to handout D – we do remain in Focus classification at this point but we have been given verbal indication that we are Focus Rising status. They designed those classifications years ago where once you have been classified either Focus or Priority you had to stay in that for three years. So they gave us the Focus Rising because we are hitting the markers that we need to but we have to stay in Focus for at least another year until the fall/winter of 2015. We have scored in warning for the last two years but they will keep us in the focus even through our numbers are above it and that is why we are getting the rising. Right now what's kind of up in the air is - NECAP it was the basis of the whole accountability system and that is now gone. I believe they are at the table trying to come up with how the accountability system is going to be supported and how the classifications system will be so we are just in a holding pattern right now to see what that ends up looking like. One thing that I did want to draw your attention to on the first handout (D), this is the recharter and the actual position. I wanted to bring your attention to page 4 which is the last page. I wanted to explain to you in the 1.7 this is where there is a colored table marker of where scoring has fallen. In 1.7 it's a little misleading where it says, warning for 2012-2013 and then focus 2013-2014. What happened there is in 2012-2013 we did hit the score markers to be in warning; so our report card stayed in warning; Mr. Curran interjected - which is a step above focus, it goes priority, focus, warning, typical. Ms. Ferris continued – so in 2013-2014 we got a report card again and it said warning and we actually went up numerically in our scores but then they said but we have to keep you in focus. So they changed our report card to focus but they didn't take the warning from the year before so our discussion with the folks at RIDE and they completely agreed with where we are insofar as this is misleading, it looks like we have gone down and in fact we have actually gone up, it was just a miscommunication with it. It really should say focus, focus, even though in the last two years we have scored above the focus level. The mess up was when they changed it they only changed one, they didn't change the other and it just looks like it is going down. From their side they said, we understand and that's not going to impede you at all in your recharter process but publically if you understand all of these markers it is just a misrepresentation of where we are. When I refer to them I am referring to the Transformation office, that is where the Classification and Accountability office is in and also the Charter office. So, those two systems that we have been working with RIDE, recharter and the focus work, they are all in the same office working independently of each other so they fully understand it. I believe right now too they are somewhat understaffed so the work is coming a little bit more slowly from the office. I give the folks that there due credit because they have a mountain of work to conquer. Issues like this aren't being solved as quickly as we would like to see. We are one of those schools caught in that time period and we are kind of in that and we are all trying to help the solution along so that it can be satisfying for everyone concerned. There are several schools involved in this. Dir. Lundsten asked if anything was in writing, a paper trail. Ms. Ferris stated - we have minutes from the meetings that we have had with them and all

the technical bulletins they have put out. Mr. Curran stated - the bottom line is that even though we are in focus, officially, we have improved all of our markers and should be in warning. Ms. Ferris continued – one of the challenges with RIDE is they have a high volume of turnover of staff so most of the folks that we started with at the table with in this process are no longer there. So that is another piece to the puzzle. Discussion ensued regarding scoring and formulas. We will continue on the track we are on and I am confident we are well on our way.

Ms. Ferris stated – let's continue with this document, page 3, and the preconditions attached to the five year charter =

This renewal is subject to the following conditions being met by or before December 15, 2014:

- 1. NEL-CPS Career and Construction Academy leadership must establish practices for student performance data collection and analysis as set forth in Standard 2.1.b.3.***
- 2. NEL-CPS Career and Construction Academy leadership must establish practices for fiscal oversight as set forth in Standard 2.1.b.8.***

These two conditions with evidence are due to RIDE by December 15, 2014. The first one is a systemized leadership role, systems and protocol in place for data. This is something we have been doing but we have formulized it a little bit more. We will go into this a little bit deeper. The second one practices for fiscal oversight – that has many different pieces to it but over the past month we have been meeting with Joe Balducci and his team, along with Dennis, myself and Carol, we have come up with an instrument over the whole fiscal piece.

Mr. Curran stated – we have set up some protocols and processes which we have actually been doing here for a couple of years but we are putting it down in black and white. By the end of this week we will have that established. A detailed explanation of how fiscal paperwork is processed was explained to the board.

Student Performance (handout E)

Ms. Ferris stated – to start with we are going to review the STAR Reading and Math assessments. STAR assessments are given three times a year, fall, winter, spring, and we use that to see where our students are in math and reading. Once we get through a second set of screening, because you need two scores to determine growth, our main focus is student growth for the year. So what I have attached here is (see handout F) a chart with baseline data for the fall.

The first table is STAR reading and the second table, STAR math. As you can see, a high percentage of our students are in need of intervention. Tables 1 and 2 represent STAR baseline data for Reading and Math. STAR screening is conducted three times per year, Fall, Winter and Spring. Once baseline is established, student growth will be monitored for improvements through monthly/bi-weekly progress monitoring assessments.

Table 1 indicates that 74.5% of our students need intervention in Reading. Those students in the “Urgent Intervention” receive services in an Intensive Reading course 3X per cycle. Students in the “Intervention” category receive support from the reading specialist through Targeted Reading within their core courses. Currently there are 32 students enrolled in Intensive Reading and 15 serviced through Targeted.

Table 2 indicates that 60.25% of our students need interventions in Math. Students in the “Urgent Intervention” category receive services in a Math Workshop course 3X per cycle. Algebra 1 students needing intervention support have been grouped per need with added supports within the classroom setting. Algebra 1 is a double block with integrated intervention curriculum through STAR Enterprise. Currently there are 35 students in Math Workshop and 21 students in Algebra 1 receiving intervention support.

This is the second year we are using STAR and it really gives us good data. Last year was more of a bumpy start with using different assessments and I wouldn't put a lot of confidence in the data from last year because of how testing was done and getting used to the tools, the fidelity of the testing itself, I think we can just use last year as us getting started. This year, I am really comfortable with the fidelity of the testing tool and the environment. Windows of time to get these done have been adhered to so I think we are getting a strong solid baseline here. It is interesting and we are cautiously optimistic when we look at math that we are going in the right direction. Discussion ensued regarding testing of students, taking those students out of instruction time, and how to address that. Ms. Ferris stated they are meeting on that topic and doing round table discussions. Mr. Curran stated – Progress monitoring with RTI, you have to constantly see if the intervention you are employing is working and if they are not you have to change the course. But you can only do that through progress monitoring and that is a dilemma that is never going to go away. Mr. Santangelo stated – this being a smaller building I was just hoping that there would be some vehicle to address those kids in the yellow without having to pull them out of the academic classes.

Dr. Lundsten stated – I just want to make you all aware, you will see the data at the principal's meeting but our absentee levels are much better. The Attendance Counts! campaign is working.

Ms. Ferris continued – I am cautiously optimistic about the math, I'm cautiously concerned about the reading and one thing when we started to look at students individually, and because of the size of our school we can do that pretty easily, some were just so huge and we had a window of time after the first screening to retest students and we did and their scores went way up. Now, whether they didn't take the first test seriously or behavior issues possibly on the day of testing, who knows, but this data isn't clean enough to say the numbers are that severe that during the next testing period I think we are going to see a jump in here

Ms. Ferris then referred to handout G and H – Longitudinal Reports, one for Reading one for Math and stated – when we look at these reports, we started this last year and I

am not sure how much validity I would give this from last year but this gives us something to look at. We can look at students at where they scored in the year previously and where they are now by grade level. A few things that are interesting here is we have a separate challenge that no other school in the district does is that is we get students from out of district and STAR isn't necessarily the assessment tool they use. You don't have to use STAR but many districts do and some of the kids we get in this are new to them and we get them at every single grade level. The other thing that you will see and I find it interesting, and this speaks of the mobility of this school, is that just looking at the STAR math, grade 10, 26 students that we have this year testing, last year when they were in 9th grade we only had 5 test. The influx in those percentage points, you have to really keep looking back and see how many students this is based on. This will be a good tool in the upcoming years; you can run this on three years and get testing on those years and we can monitor and see we do have growth overall.

Mr. Curran stated – one thing should be clear here in all these data sheets is we have a very needy population of students. Our students are often overage, under credited, they have a very low reading ability, they struggle with math, and some of our students have IEP's. This data underlines what we talk about in terms of our struggling population of kids here yet in spite of that we are able to be successful and to graduate them ultimately. Ms. Ferris continued – as long as we can monitor our students using STAR we can determine what is working and what is not working and that's what makes me cautiously optimistic about the math, Agile Minds, what we put in place, is working. This is a good sign our scores are starting to get better. Mr. Santangelo stated – I think the intense math curriculum here in the first year could be adding to the fact that those math scores are leveling out and the reading not as much. Here they have the added piece of going through that 9th grade construction program that has a ton of math in it so that added math exercise that they go through might be helping that as well.

Ms. Ferris stated – we know that Agile Minds resembles PARCC so we are really encouraged to see where this goes. But to Mr. Santanagelo's part – it is very easy with STAR to glean out. We can look at the students that go through construction, we can look at the students that don't and do a comparison as we go through the year.

Ms. Ferris stated – We have gotten involved with something called MTSS – Multiple Tier System of Support (handout I). How this came about is this is nationally funded through a grant through the Sherlock Center at Rhode Island College. Over the last few years we had a lot of conversations with teachers and the struggles dealing with the population we do have here and the motivation issues and behavior issues and what can we do to support that process for the teachers and the students alike. So this is a power point that I put together to roll out to the staff at our last staff meeting and I will tell you a little bit about MTSS. MTSS was born out of RTI which is Response to Intervention at the high school level and that is academically based so they would look at academic issues and people would come to RTI tables to help support students in reading, math, etc. At the elementary level they have PBIS which is Positive Behavior Intervention. That dealt with behaviors. So there is a bit of a disconnect in the sense in that is the academic issue because of behavior, the chicken or the egg, which comes first? But really what it comes down to is it doesn't matter, we have both and it wasn't being addressed by RT. So MTSS was born out of that and combining RTI and PBIS

so this is a system that addresses academics but also behavior, social and emotional behavior. This is really perfect for our school. We have an MTSS team here in the building and they are listed on page 1. The other piece of this is we have a district level team as well that consists of Dr. Rosemary Burns and Dr. Anthony Leone. They come with us to RIC, 3 times this year, for a day of training. We are in the infant stages of where we are with it but one thing that's great about MTSS is they use the framework that RTI uses where there is universal intervention which is what everybody gets. It's happening in classrooms and it is targeted at the smaller population but that would be the kids that are getting reading intervention, a small group but not individual. Then there is the small percentage of students who are getting individualized support. What MTSS with us is doing this year, is they are just focusing on the numbers as to what is happening across the board and right now we are in the process of learning the system, doing lots of screening, doing lots of surveys to try to be more proactive in dealing with either behavior or academic issues that are arising. Attendance is a huge focus for us here and MTSS so I am glad to hear that things are moving forward but this is something right now that we are breaking down with different cohorts of students into more particular groups having attendance issues and what not. This is a three year commitment and is nationally funded out of IDEA with Rhode Island College overseeing this. RIC wrote this grant and use the data that is collected. They come in and support us. We have training at RIC and here at the school.

Mr. Curran stated – on page 4 of the handout (I) there is a nice graphic illustrating some of the topics on MTSS will have an impact on, i.e., dropout rate, graduation rate, chronic absenteeism, suspension rate, IEP vs. non-IEP, out of district students vs. Cranston students and the last one is retained in grade. Those are all issues that we deal with every day and our teachers are very anxious to get some resources and to be able to improve all of those categories and hopefully then holistically be able to get a better graduation rate and stronger academics here at the school. We are hoping this will be the elixir to many of our issues.

Ms. Ferris stated – we are hoping to be like a pilot for the district so the district can see our travels through this process. So far I am seeing this has been one of the most worth-while ones that I have been involved with in a long time but this is all pertinent and straight forward and honing in on the things that we need here at this school. I am excited to be able to report this out to you as we go along. We don't have all the answers right now what this is going to look like, we are still learning the whole processes now but we'll keep you updated as this goes on at future board meetings.

Fiscal Update

Ms. Corcelli stated- on your agenda the last two pages is the budget as of October 31st. Where we stand is the state aid is now being received monthly instead of quarterly per the Education Equity and Property Tax Relief Act, Section 16-7.2-9 and so we are able to manage funds a lot closer. Overall revenue is slightly less than we had budgeted. We're at 90% with the city and out of district is 93%. We have 150 students right now but would like to have 160 students. The expenditures are typical for this quarter. Our contractual obligations for the teachers confirmed for this year are no increases but the

custodians did receive a 3% increase. We will be addressing the budget probably in quarter 3 to make any adjustments as well as any new hires that we may obtain. We had 7 new hires this year. Compared to last year we are slightly lower in the purchased services and the capital because we had some reduced testing fees and the adult ed services where we bought some equipment. Salaries are pretty much in line to where we were last year. Repairs to equipment is a moving target. Capital Outlay - we spent about \$14,000 on our computer upgrades. Last year our capital was 107% and that was almost \$14,000 of the adult ed computers and a whole new monitoring system for GED testing. We have also had a legislative grant approved. We applied for a Safety grant and a Rhode Island Foundation art grant. Right now we are holding steady. Recruitment is our source of revenue so we would like to get our enrollment up by January 1st. (See handout J).

Mr. Curran stated – on that point, the enrollment, one of the other reasons we like to see a healthy Cranston population is because we don't have to pay for transportation. Next year we will be paying 100% of transportation of the cost for those out of district busing.

A motion to accept this report was made by Mr. Sabitoni; seconded by Mr. Cardi. All were in favor.

Public Hearing

- a. Students (agenda/non-agenda matters) -none
- b. Members of the Public (agenda matters only) - none

Action Calendar/Action Agenda

RESOLUTIONS

Personnel

No. 11-1-14 – Resolved, that at the recommendation of the Executive Director, said personnel be recalled from layoff, and;

Be it further **Resolved** that: the Executive Director notify this individual of the board's actions.

Moved by Mr. Santangelo; seconded by Mr. Cardi. All were in favor.

No. 11-2-14 – Resolved, that at the recommendation of the Chairperson of the New England Laborers' and Cranston Public Schools Construction and Career Academy Board of Directors, the Schedule of Meetings for the 2015 year be adopted (see attached).

Moved by Mr. Cardì; seconded by Mr. Sabitoni. All were in favor.

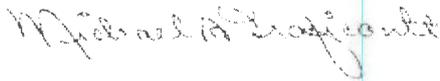
Public Hearings on Non-Agenda Items – none.

Announcement of Future Meetings – January 20, 2015.

Adjournment

Moved by Santangelo; seconded by Mr. Sabitoni. All were in favor.

Respectfully submitted,



Michael A. Traficante
Chairperson

**NEL/CPS BOARD OF DIRECTORS'
SCHEDULE OF MEETINGS for 2015
(3RD TUESDAY OF THE MONTH)
12 noon – 4 Sharpe Drive**

January 20, 2015

February 17, 2015

March 17, 2015

April 14, 2015

May 19, 2015

June 16, 2015

July 21, 2015 (if necessary)

August 18, 2015

September 15, 2015

October 20, 2015

November 17, 2015

No Meeting in December (Gathering in Pomfret, CT.)

Date to be determined

NEL/CPS CONSTRUCTION & CAREER ACADEMY
 PROPOSED OPERATING BUDGET 2014 - 2015

AS OF 10/31/14

REVENUE	APPROVED	2014-2015	October	%	2013-2014	October	%
	2014-2015	YTD	YTD	USED	YTD	USED	
STATE AID	1,194,388	398,132	33%	615,270	50%		
CRANSTON CITY AID	669,395	300,421	45%	334,804	55%		
OD REGULAR EDUCATION	690,640	288,720	42%	189,404	29%		
OD SPECIAL EDUCATION	0	0	0%	0	0%		
ADULT ED REVENUE	0	0	0%	51,225	42%		
CREDIT RECOVERY	16,000	1,800	11%	0	0%		
CONTRIBUTION RESERVE	0	0	0%	0	0%		
REIMBURSED EXPENSES	0	0	0%	0	0%		
TOTAL REVENUES	2,570,423	989,073	38%	1,190,703	45%		

EXPENDITURES	APPROVED	2014-2015	October	%	2013-2014	October	%
	2014-2015	YTD	YTD	USED	YTD	USED	
EXECUTIVE DIRECTOR	104,050	39,623	38%	38,846	38%		
ASSISTANT PRINCIPAL	88,285	33,620	38%	33,620	38%		
RECR/ASST TO EXEC DIR	0	0	0%	10,000	29%		
FINANCIAL DEV DIRECTOR	70,700	26,923	38%	26,923	38%		
JOB PLACEMENT SPECIALIST	74,447	21,060	28%	21,060	28%		
SCIENCE	108,522	30,699	28%	22,144	19%		
MATH	144,650	42,693	30%	51,466	27%		
SOC STUDIES	146,190	37,351	26%	31,567	23%		
NURSE & READING	0	0	0%	11,425	0%		
ENGLISH	176,300	49,873	28%	46,944	28%		
ART	59,642	13,497	23%	15,841	36%		
PHYSICAL EDUCATION	64,906	16,079	25%	20,926	28%		
TECHNOLOGY	78,543	22,219	28%	21,628	28%		
REIMBURSED TRANS/GUID	0	0	0%	31,604	0%		
CREDIT RECOVERY TEACHERS	7,200	0	0%	0	0%		
INSTRUCTORS AM/PM	0	0	0%	3,675	13%		
PORTFOLIO PREP							
COORDINATOR	8,800	8,167	93%	14,581	67%		
VIRTUAL LEARNING							
FACILITATOR	0	0	0%	8,257	0%		
TEACHER SUBSTITUTES	18,000	3,238	18%	3,780	21%		
CHARTER INSTRUCTORS	248,347	24,835	10%	24,115	10%		
TRANSFORMATION SERVICES	53,750	14,659	27%	14,659	27%		
SECRETARY	37,204	14,167	38%	14,026	38%		
CLERICAL SUPPORT	13,300	2,170	16%	3,956	21%		
CUSTODIANS	37,671	13,793	37%	19,215	56%		
BENEFITS/PAYROLL TAXES	474,119	136,050	29%	144,397	30%		
RETIREE HEALTH BENEFITS	3,000	0	0%	0	0%		

EMPLOYEE ASSISTANCE PROGRAM	160	0	0%	0	0%
RENT	218,734	97,215	44%	115,839	53%
PURCHASED SERVICES - UBIO	27,250	8,358	31%	10,485	37%
PURCHASED SERVICES	55,100	2,172	4%	14,407	51%
FIELD TRIPS	3,300	322	10%	1,514	101%
VIRTUAL LEARNING	0	0	0%	0	0%
UTILITIES: ELECTRICITY	33,750	12,907	38%	16,207	53%
HEAT	14,025	730	5%	808	7%
TELEPHONE	2,125	970	46%	1,104	20%
PROP & SEWER TAXES	57,691	57,691	100%	79,507	139%
INS: PROPERTY	4,800		0%	0	0%
E & O	6,000	0	0%	0	0%
WORKERS COMPENSATION	8,000	0	0%	0	0%
UNEMPLOY COMPENSATION	14,000	4,860	35%	0	0%
LEGAL	8,000	1,464	18%	882	15%
ANNUAL AUDIT	10,300		0%	0	0%
REPAIRS & MAINTENANCE	3,320	497	15%	1,779	119%
EQUIPMENT MAINTENANCE	1,200	0	0%	930	124%
SNOW REMOVAL	2,000	0	0%	0	0%
FEEES & DUES (INTERSCHOLASTIC)	2,800	985	35%	1,835	97%
SPECIAL PROGRAMS	9,250	2,165	23%	1,345	14%
STUDENT ACTIVITY STIPENDS	5,600	0	0%	0	0%
PROFESSIONAL DEVELOPMENT	5,500	240	4%	1,017	17%
CLASSROOM SUPPLIES	6,950	4,363	63%	6,462	69%
ADULT ED SUPPLIES & GED Testing	0	0	0%	0	0%
CHARTER OFFICE SUPPLIES	8,500	907	11%	2,612	31%
CUSTODIAL SUPPLIES	1,000	514	51%	671	75%
CAPITAL OUTLAY	34,442	15,263	44%	19,310	107%
WEBSITE UPGRADES	0	0	0%	0	0%
CLASSROOM IMPROVEMENTS	9,000	9,720	108%	13,080	109%
CONTRIBUTION TO RESERVE	0	0	0%	0	0%
TOTAL EXPENDITURES	2,570,423	772,059	30%	924,449	35%
BUDGET VARIANCE	0	217,014		266,254	

**NEW ENGLAND
LABORERS/CRANSTON
PUBLIC SCHOOL
CONSTRUCTION
CAREER ACADEMY**

Memo

To: Michael Traficante
From: Marilyn Coppola
Date: September 18, 2014
Re: Job Placement Report of 2014-2015 NEL/CPS

I am pleased to submit this report detailing the employment status of students at the NEL/CPS. The shaded section of this report covers the period from the start of the 2014-2015 school year through September 30, 2014. I have also included a summary for the previous six school years beginning with the 2008-2009 school year for comparison purposes.

As of September 30, 2014, there were 146 students enrolled at the NEL/CPS in grades 9 through 12. Of this number, 75 or 51 percent were employed. I expect that by the end of the school year many more students will be placed in jobs and the total placement rate will continue to exceed last year's rate of 57 percent and in fact be at the highest level ever. Because some students had more than one job or changed to better positions, these students had a total of 105 jobs.

With respect to the placements at NEL/CPS, the 51 percent that were working does not tell the full story. It has to be noted that many of the 9th and 10th graders were not old enough for employment. If we look at just the 11th and 12th graders we find that 58 out of 82 were working for a placement rate of 71 percent. That translates to the fact that over seven out of every ten 11th and 12th graders were employed while at the school. Moreover, only 6 12th graders did not have a job. For those in the 9th and 10th grades, 27 percent were working despite the fact that most were 15 years old.

Please let me know if I can provide you with any additional information.

**SUMMARY OF THE MOST RECENT SEVEN YEAR
ENROLLMENT AND PLACEMENT ACTIVITY
at the
NEW ENGLAND LABORERS' CRANSTON PUBLIC SCHOOLS CONSTRUCTION CAREER ACADEMY (NEL/CPS)**

NEL/CPS	2008 to 2009 SCHOOL YEAR	2009 to 2010 SCHOOL YEAR	2010 to 2011 SCHOOL YEAR	2011 to 2012 SCHOOL YEAR	2012 to 2013 SCHOOL YEAR	2013 to 2014 SCHOOL YEAR	2014 to 2015 SCHOOL YEAR <small>(THRU 3/30/14) (THRU 3/30/14)</small>
----------------	---	---	---	---	---	---	---

Total Students Enrolled in the World of Work Program	171	174	176	174	195	142	146
Total Students Placed in Jobs	79	79	91	100	104	79	75
Percentage Placed	46%	45%	52%	57%	53%	57%	51%
Total Jobs <i>(Many students have more than one job)</i>	114	120	114	167	160	127	105

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9/25/14

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NEL/CPS Construction and Career Academy earns full re-charter

Jen Cowart



Herald photos by Jen Cowart

A LENGTHY PROCESS: Executive Director Dennis Curran looks through the inches-thick binder full of paperwork and information collected throughout the charter renewal process for the New England Laborers'/Cranston Public Schools Construction and Career Academy.

NEL/CPS Executive Director Dennis Curran summarized some of the stunning results that came out of the past three years' hard work.

"The commissioner's recommendations included an improvement in our school's NECAP scores. They're a marker for all schools and the commissioner felt that they needed to be better than they were, so we put a tremendous amount of resources and energy into improving instruction," he said. "Last year on the October 2013 NECAP reading scores, we showed the highest gain in the area of reading in all secondary schools for one year's time. We gained 15 percent in one year. Over the three-year time period, we had the highest gain of all schools in reading including at the elementary level, and the state definitely recognized the significance of these gains."

Additionally, Curran and his staff put many new practices in place, aimed at increasing attendance levels and graduation rates and decreasing suspension rates, and all of those target areas have shown marked improvement over the past three years as well.

"We monitor attendance daily, we meet with parents and we have group discussions around attendance. As classroom teachers implemented new strategies in their classrooms, they encouraged the students to be come more successful. We were a team within the building," English teacher Marianne Capobianco said.

Capobianco is just one of the faculty members who have been with the school throughout the entire process.

"We expanded writing across the curriculum, we consulted together, we revised our lesson plans, we targeted the needs of specific students by analyzing the STARR data for reading and math," she said. "We put out safety nets as a group, as a whole faculty. We utilized the expertise of our faculty to the fullest degree. This was definitely not achieved by the efforts of any one particular person, we were a whole school and a whole faculty dedicating a significant amount of time to this."

Curran also cites the addition of consultant Carolyn Ferris to the team, someone familiar with the "school turnaround" process, as an important piece to the puzzle.

"She helped us to organize our data, set and meet our goals," Curran said.

On Monday, Sept. 8, the faculty, staff, students, board members and administrators of the New England Laborers'/Cranston Public Schools Construction and Career Academy (NEL/CPS) all had great reason to celebrate.

They had just been granted a full, five-year charter renewal for the school, after having worked very hard for the past three years to reach this goal.

In June, 2012 Rhode Island Education Commissioner Deborah Gist issued a statement advising the school that only a partial, three-year charter renewal could be granted at that time, and she cited several findings and needs that had to be addressed in the three-year time frame in order to be granted a full, five-year charter renewal during the 2014-15 school year.

"In order to support the commissioner's renewal recommendations to the Council on Elementary and Secondary Education, the Office of Charter Schools conducts a review of the school's performance based on the three following core questions," the statement reads. "1) Is the school's educational program an academic success? 2) Is the school providing the appropriate conditions for academic success? 3) Is the school a viable organization?"

NEL/CPS has risen to the occasion, meeting all of the requests per the June 2012 statement. That is evidenced by Gist's visit as a keynote speaker at the school's graduation in June 2014, her taking the time on Sept. 8 to speak specifically to the school's success and the changes made at the school level and their impact on student success.

HOT STORIES

RhodyBEAT

Family fundamental to Fung's career

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Ferris is impressed by the gains made by the school in such a short time.

"I'm experienced with the transformation model. I worked with the Central Falls School District in much the same capacity, and this school has moved very quickly toward their goals and they've moved in so many different directions," she said. "This is due to the collegial efforts of their faculty and administration and their ability to work together. Normally schools don't move as quickly and make as many gains as this school has. It's been great to see this over the past two years."

The faculty and staff who were involved in the three-year process will agree that the end result and successes far outweigh the grueling journey to make it happen.

Science teacher Jodie Schuler is one such person.

"This has truly been a labor of love, making these changes happen," she said. "Even the smallest changes had a big impact, such as minimizing our passing time between classes in order to increase our instructional time in the classrooms."

The addition of Tricia Bouchard, a full-time school counselor, is another part of the school's success throughout the three years' time. The needs of many of the students, emotionally and educationally, are significant, and Bouchard's ability to be in the school all day, every day is another key element that has had an impact on student success.

"We have put in a lot of social-emotional supports here. One of our biggest strengths as a school is that we have a small population and a tight-knit faculty, so we know if there are issues going on with a student within minutes and there's a short response time in being able to support those students," she said. "We've implemented weekly community meetings as well as an advisory period. Every week our community meetings target one grade level, and our meetings and advisories are very goal-driven. We focus on academic, social and emotional goals, and we discuss issues such as post-secondary options for the future, substance abuse and healthy relationships."

According to Curran and his staff, engaging the students at NEL/CPS was a key element in the success of the charter renewal process, and without their being on board with the process, the job would have been much more difficult.

"We have a visual in every classroom, a copy of the school's mission statement, and we refer to it often," said Capobianco.

The expectations for every student's behavior are also posted in the classroom, said Schuler.

"We talk about the expectations for being respectful, responsible and motivating, and we talk about what those things are and what they look like," she said.

Combining all of that with the appointment of a full-time assistant principal two years ago, Curran said he has seen a great increase in positive behavior as well.

"We've had a very holistic approach, tying in the social, behavioral and academic," he said.

Without the support of the school's board of directors, the district and the students and staff, Curran knows these past three years of hard work and success would not have been possible.

"Everyone really dug in their heels and worked hard to align together to work to answer these requirements for re-chartering. The process was lengthy, and including a visiting team coming in to tour the school and talk to students, but everyone knew what our goals were and we set out to achieve them together," he said. "Little tweaks made significant differences and as a staff we know our job isn't done. We have a great nucleus of staff here. They're the cornerstone of our school and they've dug in, rolled up their sleeves and worked hard. We've done well, but we know there's always room to grow."

Attachments

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STUDENT ENROLLMENT 2014/2015

11/7/2014

GRADE	NEL/CPS	OOD	TOTALS
9	17	23	40
10	12	17	29
11	23	22	45
12	18	18	36
TOTALS	70	80	150



Deborah A. Gist
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 7d3
September 8, 2014

September 8, 2014

TO: Council on Elementary and Secondary Education

FROM: Deborah A. Gist, Commissioner 

RE: **Renewal of The NEL-CPS Career and Construction Academy**

The New England Laborers' - Cranston Public Schools Construction and Career Academy Charter School (C&CA) is a district charter school located in Cranston that opened in 2002. C&CA serves 141 students in grades 9 - 12 from 15 Rhode Island cities and towns. The school's current charter term expires at the conclusion of the 2014-2015 school year.

In accordance with the Rhode Island Board of Regents' Regulations Governing Public Charter Schools C-4-3, the Rhode Island Department of Education (RIDE) coordinated the process of evaluating C&CA's performance during this charter term to determine the merits of the charter. Continuation of C&CA's charter is dependent upon the Commissioner's recommendation and subsequent approval of that recommendation by the Council on Elementary and Secondary Education.

PERFORMANCE REVIEW PROCESS SUMMARY

In order to support the Commissioner's renewal recommendation to the Council on Elementary and Secondary Education, the Office of Charter Schools conducts a review of the school's performance based on the three following core questions:

- 1) Is the school's educational program an academic success?
- 2) Is the school providing the appropriate conditions for academic success?
- 3) Is the school a viable organization?

The **first** question of the review considers relevant student outcome measures using the most generalizable data available. Those measures include Mathematics and Reading NECAP performance, IDEA SPP indicators, ESEA waiver requirements, and, if applicable, student-level growth and ACCESS proficiency.

The **second** question of the review considers implementation relative to the standards set forth in the Board of Regents Basic Education Program (BEP), including and in addition to instructional leadership, classroom instruction, and curriculum development. Evidence for this portion of the review is gathered through a three-day site visit accompanied by a document review.

The **third** question of the review considers organizational viability, including parent/guardian satisfaction, student attendance and whether or not a school is using public funds responsibly. RIDE staff review the school's financial audits over the course of the charter term as well as other relevant documentation on the school's compliance with statutory and regulatory requirements.

The school completed a Renewal Application. This application provides the school an opportunity to:

- 1) Present any important new or supplemental information pertaining to the above guiding questions, to enable a more comprehensive assessment of school performance; and
- 2) Articulate the school's strategies and capacities for sustaining success and continuing to improve over the next charter term.

PERFORMANCE REVIEW RESULTS SUMMARY

- ❖ **The Construction and Career Academy demonstrated progress improving the academic success of its students during the charter term.** Although the school has sustained below typical performance in mathematics relative to its sending districts and demographically similar schools, C&CA has matched or improved the percentage of students demonstrating proficiency in mathematics and reading during the course of the charter term. The Construction and Career Academy received a "Warning" school classification on the 2013 school report card and "Focus" school classification on the 2014 school report card.
- ❖ **The Construction and Career Academy demonstrated progress improving the conditions for academic success during the course of the charter term.** The school has made substantial progress implementing practices essential to leading the focus on teaching and learning. However, the school's systems for analyzing data, reviewing curriculum, and engaging the community are in development. Furthermore, the systems for academic supports and interventions are also in development.
- ❖ **The Construction and Career Academy has demonstrated that it is a viable organization.** The school has remained compliant with federal and state requirements and maintained high levels of parent satisfaction. The school has received an unqualified opinion by a private accounting firm for each year of operations and sustained financial health in all but one indicator.

RECOMMENDATION: THAT, the Council on Elementary and Secondary Education moves to renew the charter of NEL-CPS Career and Construction Academy for a term of up to five (5) years, to operate in accordance with and comply with the conditions set forth in this recommendation from July 1, 2015 to June 30th, 2020, as presented.

This renewal is subject to the following conditions being met by or before December 15, 2014:

1. NEL-CPS Career and Construction Academy leadership must establish practices for student performance data collection and analysis as set forth in Standard 2.1.b.3.
2. NEL-CPS Career and Construction Academy leadership must establish practices for fiscal oversight as set forth in Standard 2.1.b.8

This renewal is subject to the following condition being met by or before July 1, 2015:

1. NEL-CPS Career and Construction Academy Board of Directors must articulate an agreement for services provided by the Cranston Public Schools as set forth in RIGL § 16-77.2-2(8).

These conditions shall be removed upon a review of evidence indicating the conditions have been met.

Attachment 1

1 IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?		2012-2013	2013-2014
1.1	Is the school making measurable gains in math and ELA NECAP Performance? - Model I	Math	Typical
		Reading	Typical
Progress toward targets at this point in the term.			
1.2	Is the school making measurable gains in math and ELA NECAP Performance? - Model II	Math	Typical
		Reading	Above
1.3	Is the school outperforming its students' sending districts as measured by NECAP?	Math	Below
		Reading	Typical
1.4	Is the school outperforming demographically similar schools as measured by NECAP?	Math	Below
		Reading	Above
1.5	Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?	Growth is not calculated for Rhode Island high schools.	
1.6	Is the school meeting its mission-specific educational goals?	Fewer than 30 students identified as ELL.	
1.7	Is the school meeting federally required academic performance targets?	No MSG established during the term.	
		2013 Report Card	2014 Report Card
1.7	Is the school meeting federally required academic performance targets?	Warning	Focus

Sending District = A weighted average of a school's sending district(s)' proficiency levels. NEL-CPS Career and Construction Academy draws students from across the state.

Similar Schools = An estimate of the proficiency level of Rhode Island schools with similar numbers of ELL, SPED, and FRPL students as NEL-CPS Career and Construction Academy.



Board of Directors Meeting Report Out

Date of Board of Directors Meeting:	November 18, 2014
Department/Committee Reporting:	Student Performance
Author:	Carolyn Ferris
Approved By (Executive Director):	Dennis Curran 

Background/ Context:

STAR Reading and Math Assessments:

We adhere to district assessments calendar using STAR Reading and Math Assessments. STAR Assessments are given three times per calendar year for screening periods; Fall, Winter and Spring. Each screening period is controlled in order to maintain fidelity of assessment results.

Student Growth Percentile is analyzed once two screening periods have been concluded. Students' growth is measured and progress monitored by appropriate staff, administration and the consultant throughout the year.

Key issues for consideration:

Baseline screening data for Fall 2014 for STAR reading and Math.

- Please see attached graphs of baseline data per grade level for Fall screening.
- Please see attached Longitudinal Report for grade level students

Student data is analyzed to establish intervention needs.

Interventions are established according to need.

- Students scoring in the "Urgent Intervention" category in Reading receive reading support in the "Intensive Reading" course 3X per schedule cycle.
- Students scoring in the "Intervention" category in Reading receive "Targeting Reading" support within their classrooms. This year the Reading Specialist is supporting targeted reading students with appropriate vocabulary support in ELA and Math.
- Students scoring in the "Urgent Intervention" category in Math receive support in the "Math Workshop" course 3X per schedule cycle.
- Students needing intervention are progress monitored at least monthly.

Recommendation to the Board:

Continue to monitor student performance looking at Student Growth Percentile after the January screening period. Report for BoD meeting in February will include this student STAR data.

Monitor student data for increase/decrease of intervention support needed as we move forward.



STAR Reading and Math Fall 2014- Baseline

Table 1: STAR Reading FALL Baseline data for Student Performance by Grade Level

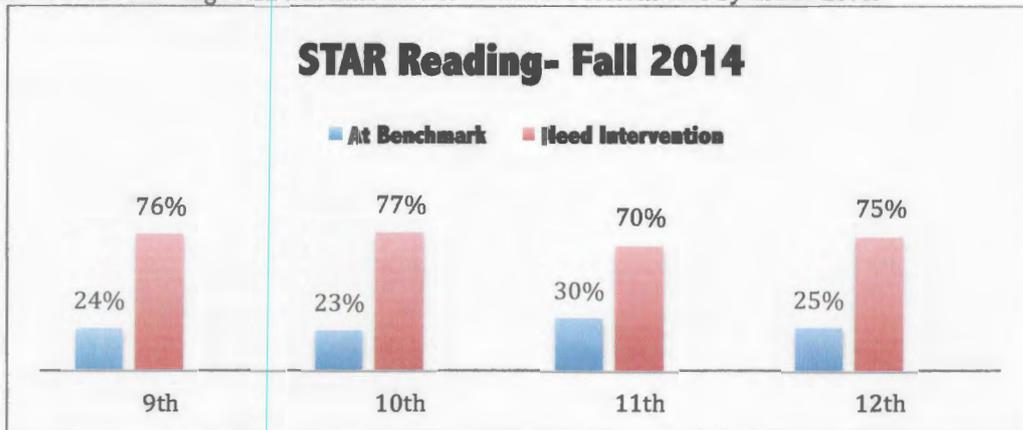
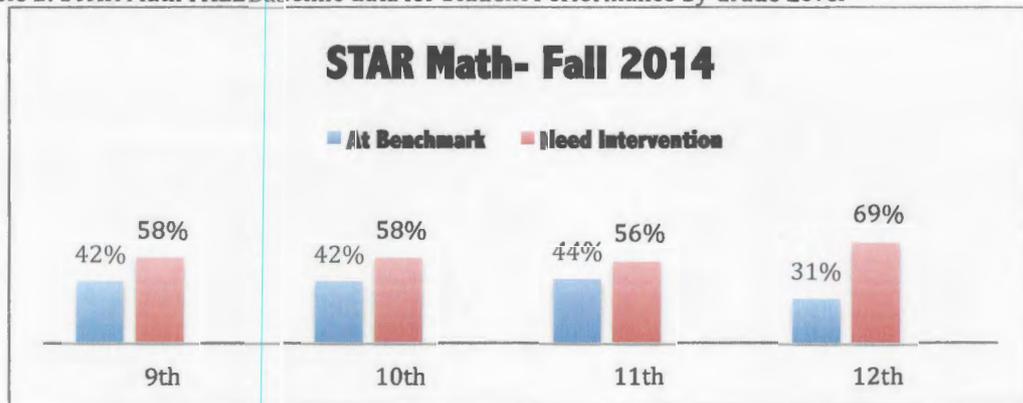


Table 2: STAR Math FALL Baseline data for Student Performance by Grade Level



Tables 1 and 2 represent STAR baseline data for Reading and Math. STAR screening is conducted three times per year, Fall, Winter and Spring. Once baseline is established, student growth will be monitored for improvements through monthly/bi-weekly progress monitoring assessments.

Table 1 indicates that 74.5% of our students need intervention in Reading. Those students in the "Urgent Intervention" receive services in an Intensive Reading course 3X per cycle. Students in the "Intervention" category receive support from the reading specialist through Targeted Reading within their core courses.

Currently there are 32 students enrolled in Intensive Reading and 15 serviced through Targeted.

Table 2 indicates that 60.25% of our students need interventions in Math. Students in the "Urgent Intervention" category receive services in a Math Workshop course 3X per cycle. Algebra 1 students needing intervention support have been grouped per need with added supports within the classroom setting. Algebra 1 is a double block with integrated intervention curriculum through STAR Enterprise.

Currently there are 35 students in Math Workshop and 21 students in Algebra 1 receiving intervention support.



Longitudinal Report

Nel/cps Construction Career Academy - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	50+ PR	40- 49 PR	20- 39 PR	1- 19 PR
Grade 1	No data for this grade		-	-	-	-	-
Grade 2	No data for this grade		-	-	-	-	-
Grade 3	No data for this grade		-	-	-	-	-
Grade 4	No data for this grade		-	-	-	-	-
Grade 5	No data for this grade		-	-	-	-	-
Grade 6	No data for this grade		-	-	-	-	-
Grade 7	No data for this grade		-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-
Grade 9	2014 - 2015 Grade 9		34	12% 4	12% 4	29% 10	47% 16
	2013 - 2014 Grade 8		16	25% 4	6% 1	25% 4	44% 7
Grade 10	2014 - 2015 Grade 10		26	15% 4	8% 2	27% 7	50% 13
	2013 - 2014 Grade 9		8	0% 0	50% 4	25% 2	25% 2
Grade 11	2014 - 2015 Grade 11		36	22% 8	8% 3	31% 11	39% 14
	2013 - 2014 Grade 10		25	28% 7	8% 2	20% 5	44% 11
Grade 12	2014 - 2015 Grade 12		28	14% 4	11% 3	29% 8	46% 13
	2013 - 2014 Grade 11		16	6% 1	6% 1	38% 6	50% 8

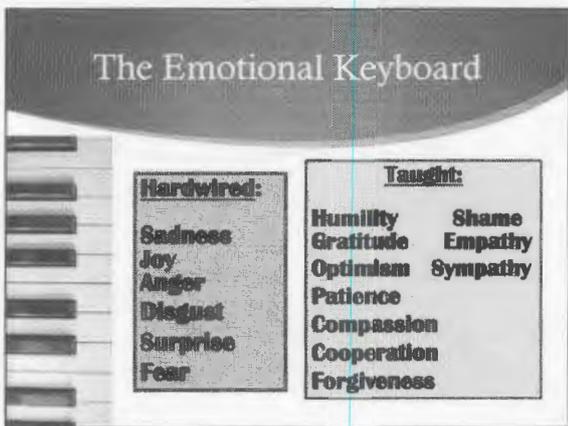


Longitudinal Report

Nel/cps Construction Career Academy - Growth

Grade	School Year Aug 1 - Sep 30 (Fall)	Percent of Students by District Benchmark Category	Total Students	50+ PR	40- 49 PR	20- 39 PR	1- 19 PR
Grade 1	No data for this grade		-	-	-	-	-
Grade 2	No data for this grade		-	-	-	-	-
Grade 3	No data for this grade		-	-	-	-	-
Grade 4	No data for this grade		-	-	-	-	-
Grade 5	No data for this grade		-	-	-	-	-
Grade 6	No data for this grade		-	-	-	-	-
Grade 7	No data for this grade		-	-	-	-	-
Grade 8	No data for this grade		-	-	-	-	-
Grade 9	2014 - 2015 Grade 9		36	28% 10	14% 5	17% 6	42% 15
	2013 - 2014 Grade 8		15	40% 6	7% 1	13% 2	40% 6
Grade 10	2014 - 2015 Grade 10		26	27% 7	15% 4	27% 7	31% 8
	2013 - 2014 Grade 9		5	20% 1	40% 2	40% 2	0% 0
Grade 11	2014 - 2015 Grade 11		34	26% 9	18% 6	18% 6	38% 13
	2013 - 2014 Grade 10		20	30% 6	15% 3	20% 4	35% 7
Grade 12	2014 - 2015 Grade 12		13	8% 1	23% 3	23% 3	46% 6
	2013 - 2014 Grade 11		5	0% 0	0% 0	40% 2	60% 3







What is MTSS?

- Secondary Level:
 - RTI (Response to Intervention)
 - ➔ Academic based
- Elementary Level:
 - PBIS (Positive Behavioral Intervention and Support)
 - ➔ Behavioral based

MTSS

Multiple Tier System of Support

A framework which is systemic and integrative. Consistent elements and procedures used for both academic learning and social behavior.

Which Came First?

Which ever came first is secondary. We have both the Chicken AND the Egg.

Not sure. Probably a combination of both.

Multiple Tiers...

First Year

Tier 1
Research-Based Core
Instruction

Tier 2

Tier 3

What Universal looks like in a School...

Effective, Efficient core curriculum for both academics and behavior

Collaborative use of data to guide decisions about the core

What will MTSS support look like?

- How will we measure success so far...
- How will we know what is working like this year?
- How will we know if student achievement is improved?





Board of Directors Meeting Report Out

Date of Board of Directors Meeting:	November 17, 2014
Department/Committee Reporting:	Financial Development
Author:	C. Corcelli
Approved By (Executive Director):	

Background/ Context:

Operating Budget as of 10/31/2014

Revenue:

FY 2015 state aid is being received monthly rather than quarterly, per the Education Equity and Property Tax Relief Act, Section 16-7.2-9.

Overall, based on enrollment, actual tuition revenue vs budgeted revenue to date slightly less than budgeted, City 90% and Out of District 93%.

Expenditures:

Operating expenses are typical for QTR1 end. Contractual obligations for teachers and custodians have been confirmed for this school year at 0% (no increase) and 3% (increase) respectively, and differences from proposed salaries to actual salaries for new hires will also be adjusted. Improvements, upgrades, and repairs to classrooms also contributed to QTR1 expenses. Compared to last year, expenditures in Purchased Services and Capital are lower largely due to reduced testing fees and Adult Education services and tech purchases no longer included.

Key issues for consideration:

Financial Development Opportunities:

GWB and RI Work Immersion Program for College Students

Computer Lab Upgrade complete with 20 new Dell Desktops and Monitors

In process – State legislative grant renewal

In Process – Safety Grant Application for purchase of two-way radios

In Process – RI Foundation Art grant

Recommendation to the Board:

The Academy Connection

K

"Working Together.....Reaching Our Highest Potential"

BOARD OF DIRECTORS

NOVEMBER 2014

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From the Director's Desk:
Mr. Dennis M. Curran

EXECUTIVE DIRECTOR

Dennis M. Curran

Assistant Principal
 Cynthia Grady

Community Outreach
Coordinator
 Larry Roberti

Financial Development Director
 Carol Corcelli

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MISSION

*Our School Community Fosters
 Respect, Responsibility, and
 Motivation By Constructing
 Pathways That Inspire Hope
 And Confidence To Meet The
 Challenges Of A Global Society.*

I extend greetings to all parents and guardians from the staff at the Construction and Career Academy. We have had a great start to the school year with your children and we are already on the way into the second quarter of the year. Report cards are included in this mailing for the first quarter and we hope you are happy with the grades and comments. We tell the students that if they are not pleased with these results that they can redouble their efforts immediately to bring the grades up. Please feel free to call any teacher at the school if you have a question about a grade. I also want to share with you the good news that the school was just re-chartered for another five years by the Rhode Island Department of Education. This means that RIDE is very pleased with the results of the school and wants us to maintain our efforts for several years to come. We will do just that! Stay warm!

4 Sharpe Drive Cranston, RI 02903

nelcpscca.wix.com/nelcpscca Phone: 401-270-8692 Fax: 401-270-8697

Dear parents and staff,

I want to take this opportunity to wish the faculty, administration, staff and parents a most joyful and healthy Thanksgiving holiday. I also want to personally express my gratitude to each of you for your loyalty, commitment and dedication to the goals and mission of the school. This educational/technical high school has been successful these past twelve years by pulling and working together for a common purpose...to produce students who believe in themselves and have a willingness to achieve and to succeed in life. We have and will continue to prosper because of your tireless efforts. Thank you again on behalf of the Construction and Career Academy Board of Directors.

Best,

Chairperson Michael Traficante



ENGLISH

Mrs. Buonanno

9th Grade

Students have been examining the art of short stories. Along with reading and analyzing texts they have been using Freytag's pyramid to identify the various parts of the short story. Students completed the first quarter common task which was to write a character analysis on one of the characters from "The Cask of Amontillado". We will be completing the short story unit in November and move into reading and analyzing a novel.

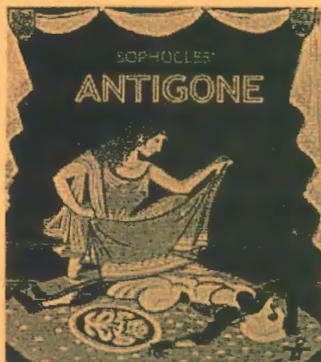
11th Grade

Students began the school year by identifying and analyzing the American Dream, which will be the theme for this year's English class. The first quarter common task was to write an original origin myth, which was to be modeled on Native American origin texts we examined in class. There were two extra credit assignments available for students during first quarter; one was an outside reading project and the other was an essay on Puritan texts (an extra common task). We are currently in the middle of a unit on Arthur Miller's "The Crucible", which focuses on the Salem witch trials of 1692. We will continue that unit into second quarter and then move into the research paper (the second quarter common task).

ENGLISH

Ms. Branca

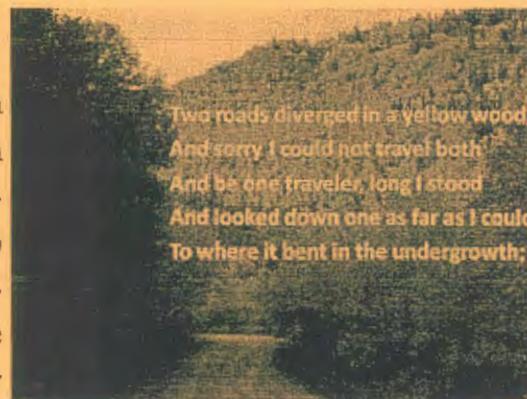
Grade 9 students completed a short story unit 1st quarter. They read five stories and learned many literary terms in relation to the stories. They will continue to use these terms through high school. They wrote a four paragraph essay comparing and contrasting two characters from one story. This is a Common Task and can be uploaded for Portfolio. They ended the quarter by writing their own short story.



Grade 10 students read the ancient Greek play Antigone. They conducted a mock trial in class to determine if Antigone deserved the death penalty. They wrote an essay researching a country that still has the death penalty. Students also created a poster advertising a production of Antigone. We ended the quarter with a poetry unit. Students analyzed poems in groups and taught them to their classmates. They also wrote a Common Task analyzing "The Road Not Taken," which can be uploaded for Portfolio.

Ms. Capobianco

Grade 10: The sophomores began the year reviewing common errors in writing. They created Bio Poems and enhanced them with a creative collage. They read three short stories that focused on the elements of suspense. From the short story, "Lamb to the Slaughter," the students wrote creatively about the characters, plot and notion of committing the perfect murder. They are just beginning to analyze the poem, "The Road Not Taken," by Robert Frost.



Grade 12: The school year began for seniors by writing an essay in which they reflected on the past, concentrated on the present and pondered the future. They also read and closely analyzed three short stories by Roald Dahl. The students created a brochure that showed analysis of three main characters and explored their graphic design talents. Recently seniors have been studying about the disorders associated with the mental illness schizophrenia before reading the novel *Inside/Out*. The portfolio process has begun and will continue through April



Writing Lab:

These students have been honing their skills by writing creatively about their favorite word, song or artist, and creating their own original suspense story. They consistently use the writing process as well as peer review for each assignment. They will be writing several different kinds of poetry as we head into second quarter.

Ms. Thomas

Modern World History classes (gr 9) have journeyed through the Renaissance of Italy and Northern Europe, watched the effect on religious beliefs on society during the Protestant and Catholic Reformations, and sailed to the New World, observing the successes and failures of the multitude of brave European adventurers and conquistadors. Currently they are beginning to learn about the "joys" of living under the rule of Spanish, French, English, Austrian, and Russian absolute monarchs. In addition to all of this content, I am pleased to see how so many of my freshmen are now able to play a more active role in creating their own study guides; an important step in independent learning.



Modern US History classes (gr 11) began this year with American industrialization, highlighting its inventions and their inventors, and "big business" with its famous/infamous entrepreneurs and their impact on society. Studying 19th century immigration to America hit closer to home with some sharing stories of family members who had come to this country. Being able to touch copies of artifacts from Ellis Island helped make the realities of these journeys more authentic. Finally, our unit on Progressivism showed students how concern with social issues of the past is something that continues with those of today. Next week we will begin World War I and I look forward to hearing more family stories so we can honor those who bravely served this country.

CONSTRUCTION TECHNOLOGY

Mr. Perrotta

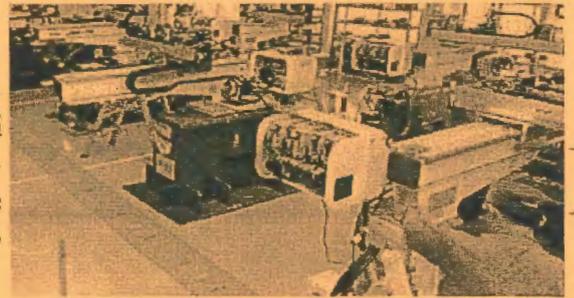
Senior construction students are doing a community service project at Resurrection Cemetery in Cumberland, Rhode Island. They are installing a brick walkway. The class is also in the process of installing a pressurized water distribution system for their road project in the construction lab.

Freshmen construction students will begin working on construction math applications which include measurements, estimating materials, and calculating square footage and volume.

WORLD OF WORK

Ms. Coppola's 9th grade Career Exploration classes attended a field trip on September 20th to the W. Alton Jones-Environment Center Day Program located in West Greenwich. The purpose of this field trip was for students to participate outside in teambuilding activities related to real-life applications being taught in the classroom. The students enjoyed the activities and as an added bonus the facility provided lunch and all the students had an opportunity to make their own Burrito's.

Ms. Coppola's 10th and 11th grade World of Work classes attended a field trip on October 3rd to Yushin America Manufacturing Industry located in Cranston. The purpose of this field trip was to raise awareness on the importance of the manufacturing using modern technology for Automation, Industrial-Size Robots and 3D Modeling. Also for students to be introduced to the career opportunities in the manufacturing industry.



DATES TO REMEMBER

November 27 & 28, 2014
December 24 to January 5, 2015
January 19, 2015
February 16 to Feb. 20, 2015
April 20 to April 24, 2015
May 25, 2015

Thanksgiving Recess
Holiday Recess
Martin Luther King, Jr. Day
Mid-Winter Recess
Spring Recess
Memorial Day Observed

For more information please contact Mrs. Ferreira or Mrs. Thompson at 270-8692.