

Abby Kelley Foster Charter Public School

2015-2016

Annual Report

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<i>Name of School Abby Kelley Foster Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Worcester
Regional or Non-Regional?	Regional	Districts in Region (if applicable)	Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2007 2013
Maximum Enrollment	1,426	Current Enrollment	1,426
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist	570
School Hours	7:45a.m -2:45p.m.	Age of School	18
<p>Mission Statement</p> <p>The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.</p>			

Dear Friends,

Once again, thank you for supporting the Abby Kelley Foster Charter School throughout the 2015-2016 school year. We began the school year under the leadership of a new executive director, Brian Haas, who spent the year familiarizing himself with our school, families and staff. The Board of Trustees collaborated with Mr. Haas throughout the school year to support his transition into his new role.

We continue to celebrate the success of our high school seniors with 100% of our graduates being accepted into college and 75% of them going to a four year college or university. Congratulations to three graduates who received a full, four year scholarship to one of the Posse Foundation's partner colleges. The prestigious Posse Scholarship recognizes outstanding high school students from diverse backgrounds who demonstrate exceptional leadership and academic potential. Our commitment to the International Baccalaureate Program further enhances and raises the profile of our high school's academic program.

In order to address the school's change in accountability status, the school administration selected a new math curriculum for students at the elementary school level. The middle school is in year two of implementing Envision Math 2.0. In addition, the elementary school staff participated in a yearlong reading instruction professional development at Lesley University. The team of teachers and administrators will continue this collaboration throughout the upcoming school year. We are confident that the changes we made will support student learning and continue to close the proficiency gap.

We look forward to continuing our mission to provide all students with a classical liberal arts education for the upcoming school year.

Sincerely,

Heidi Paluk, Chair
Board of Trustees

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

SCHOOL PROFILE

The Abby Kelley Foster Charter Public School is a public school that offers students a classical liberal arts education. The school was named after a nineteenth century Worcester resident who was a leader in the abolitionist and women's rights movements. Abby Kelley Foster opened in 1998 with Grades K-5. Currently 1,426 students are enrolled in grades K-12.

We consider parents to be the primary educators of their children and encourage them to play an active role in the school community. The faculty is trained in developing positive relationships and communication with parents. In order to foster positive parental relationships we host information sessions and encourage participation through parent groups, classroom volunteers and school activities.

Our character education program emphasizes self-respect, basic moral values such as honesty and integrity, and commitment to family and community. A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The school provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

DISCIPLINE

As part of our mission, parents must share and engage their children in the importance of character education. Student behavior is managed through positive reinforcement specifically utilizing aspects of the Positive Behavioral Intervention and Supports and Responsive Classroom. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the school community. Community outreach has become an increasingly important component of our charter education program. All students K-12 are required to complete community service projects that support the school's character virtues.

CODE OF CONDUCT

The school's Code of Conduct is designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The Code of Conduct and accompanying parent compact clearly state school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

AMENDMENTS TO THE CHARTER

The Abby Kelley Foster Charter Public School Board of Trustees did not request an amendment to the school's charter during the school year.

DISSEMINATION EFFORTS

Our high special education teachers traveled to St Louis in April to present at the 2016 Council for Exception Children National Conference. Their presentation regarding student lead individualized education programs (IEP) and the transition to college was well received by conference attendees. Their presentation focused on student ownership regarding their education plans and self awareness of their needs as they transition from high school to college. Over the summer, the teachers will work with French River Education Center to develop professional development sessions for area districts.

Abby Kelley Foster's character education program was featured by the Pioneer Institute as part of their series of white papers highlighting best practices in charters schools across the state. The study, *Massachusetts Charter Public Schools: Best Practices in Character Education* was conducted by author and Pioneer Senior Education Fellow, Cara Stillings Candal and can be found by clicking on the following link. <http://pioneerinstitute.org/>

In order to support the growing social and emotional needs of our students, we partnered with UMassMemorial Community Healthlink to increase our student's access to counselors during the school day. The counselors met with middle and high students once a week throughout the school year. We look forward to continuing this partnership for the upcoming school year. <http://www.communityhealthlink.org/chl/>

Our music program continues to expand their knowledge of music and the fine arts through performance and presentation around the city. Locally our orchestra performed at the Hanover Theater, St. Gobain, Barnes and Nobles, Worcester Senior Center and other community organizations. The high school band and choir for the first time traveled to Washington, D.C. during April vacation to perform at various venues including the Marine Museum, Catholic University and the Lincoln Memorial.

We continued our partnership with the United Way and Girls Incorporated of Worcester to provide our students the opportunity to build leadership skills and master physical, intellectual, social, and emotional challenges.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

The federal Elementary and Secondary Education Act (ESEA) requires districts to annually prepare and distribute school report cards to the parents/guardians of all children enrolled. These report cards must contain information about teacher quality, assessment, and accountability for the district and its schools, and are important tools for sharing district and school information with families and the general public.

Schools and districts are placed into one of five accountability and assistance levels (1-5), with the highest performing in Level 1 and lowest performing in Level 5. Our school has been placed into LEVEL 2.

The school report card includes information regarding Abby Kelley Foster Charter Public School's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level and statewide comparison data.

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at www.doe.mass.edu. Click on the [School and District Profiles web site](#) link and click the Accountability tab or by clicking on link below.

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=04450105&orgtypecode=6&>

PROGRAM DELIVERY

INSTRUCTIONAL PRACTICES AT THE ELEMENTARY SCHOOL (K-5)

Teachers work hard to develop positive connections with each of their students and their families. They take the time to know their students, in order to better support them in the classroom. At the beginning of each school year, teachers take the time to build a supportive and safe community within their classroom so everyone can learn and is respected.

Curriculum, instruction, and assessment are aligned with the Common Core Standards. Teachers make adjustments to these areas as needed, based on student results. Our teachers meet weekly in data teams and hold weekly team meetings to discuss ways to support student learning and teaching. They use a variety of instructional practices to target the needs within their classrooms. Teachers use clear and consistent learning objectives that are posted and verbalized in order to support the students' understanding of the standard. Teachers of English Language Learners also include differentiated language objectives for each of their lessons. Teachers implement their weekly lesson plans which include the learning goal for each lesson, a plan to execute the objective, a way to assess student learning, homework, and accommodation strategies to support the learning needs of all students.

Throughout the lesson, teachers explicitly teach and model the skill or content to be learned using multimedia resources, hands on manipulatives, other visual and oral models. Students have the opportunity to practice the skill and receive feedback to improve their understanding. Students apply their skills during independent practice. Our teachers use both informal and formal assessments to show evidence of student learning and also employ a variety of instructional strategies based on student needs. Student interaction in the classroom is varied; they work with partners, independently, and in groups. Technology is used in different lessons to enhance students' knowledge and understanding of the concept.

Additional support time is allotted in each classroom so that concepts can be re-taught or students' learning can be extended. There is a thirty minute Response to Intervention block in each classroom to provide this support. Support staff work with students in all grade levels during this block each day to provide targeted small group instruction. Teachers collaborate and plan with all support staff to ensure students make progress and to adjust the weekly plans accordingly. Teachers have high expectations for all students and hold students accountable to meeting these expectations.

Teachers in grade 5 implement the Daily 5 workshop model in ELA to ensure all students are properly instructed and challenged at their identified level. In all other subjects and grades, teachers begin each class

with an opening activity to settle students and get their minds focused for the day's lesson. Teachers then begin class with a whole group focus lesson that provides direct instruction aimed at moving students towards mastery of a clear objective. During this time, teachers model strategies and learning behaviors that are essential for success with common core state standards. Classroom teachers then transition students to independent practice activities that provide them the opportunity to practice the skills presented in the focus lesson. This allows time for teachers to work individually or with small groups of students who either have difficulty with skills or need an added challenge to excel further. Classes are then brought to a close by reviewing the day's objective as a whole group to determine if the goal has been met. Teachers use a wide range of strategies to assess student learning before the end of class to ensure misconceptions are immediately addressed. Data collected from end of class assessments is then used to drive instruction the following class period or organize extra help groups.

INSTRUCTIONAL PRACTICES AT THE MIDDLE SCHOOL

The middle school grades (Grades 6 – 8) are committed to a team approach for instruction by providing students a balanced liberal arts curriculum aligned with the school mission. Students at the middle school attend leveled classes that allow for specific instructional best practice approaches to meet the needs of each individual.

Instruction in the middle school is guided by the principles of Understanding by Design. Teachers follow curriculum guides that address enduring understandings, essential questions, learner outcomes, and state standards to plan their instruction. They also incorporate various techniques to differentiate instruction and are cognizant of the strategies that work best with their groups each year. This approach has allowed teachers to personalize each student's educational experience, while at the same time contributing to an extensive collection of teaching resources.

INSTRUCTIONAL PRACTICE AT THE HIGH SCHOOL

All high school instruction is aligned to the Massachusetts Curriculum Frameworks including the Common Core literacy frameworks for English and Math. Classroom instruction is differentiated by level and within levels. The levels we offer are International Baccalaureate, Honors, College Preparatory and College Fundamental.

A typical class will have students engaged and interacting with both the teacher and other students. Each class period is approximately 42 minutes. Teachers are required to post the class objective and homework daily. Classes begin with an opening exercise that will touch upon previous day's lesson or will be an introduction to the upcoming lesson. The core of the lesson will be teachers presenting information to students through PowerPoint presentations, video, discussion, labs and other means of teaching. There will be clarity in the teacher's statements, sufficient wait time for students to discuss, provide feedback or ask questions and good momentum within the lesson and transitions between activities with minimal downtime. At the end of the period, teachers will pose questions, have a closing exercise and/ or provide a summary for students in order to see if students have met the class objective.

INTERNATIONAL BACCALAUREATE PROGRAMME

Our International Baccalaureate Programme provides our teachers with the training to support student learning. Much of what has been learned from our International Baccalaureate Programme has been filtered throughout all our teachers and classrooms. This has been implemented smoothly because a number of our teachers teach both IB and non-IB classes. Our students are not just learning facts and regurgitating information back. They are able to take information that is learned on a daily basis and apply it to their own lives. Students are thinking critically about information, which allows them to comprehend, apply, analyze, synthesize and evaluate outcomes to better understand the world around them. These skills are helping all our students become more college ready and prepared for the changing world around them.

DISTRICT ASSESSMENTS

Abby Kelley Foster Charter Public School administers assessments in math, writing, English language arts, and science in all grade levels to determine student achievement levels. The data is collected and analyzed by grade level data team to determine student areas of strength and weakness. The school utilizes the results of the assessments to identify student academic placement and those in need of academic support.

ELEMENTARY SCHOOL ASSESSMENTS

Elementary teachers work collaboratively to revise assessments from end of chapter tests to actual assessments that look and feel like those required by the state. Assessments contain multiple choice, open response, long composition writing, and short answer questions to allow students the opportunity to show their knowledge in a variety of ways. All assessments are standards –based, and allow teachers, students, and parents to see the progress students are making towards specific standards. In addition, all students are administered the

MIDDLE SCHOOL ASSESSMENTS

Middle school teachers collaborate with their discipline cohorts to develop unit assessments that measure student understanding of, and ability to apply, the concepts detailed in the state frameworks. Assessments contain multiple choice, open response, long composition writing, and short answer to allow students the opportunity to practice these types of questions. Furthermore, assessments include a review of previous knowledge questions to ensure students are retaining prior information and can bring this prior knowledge into new learning situations. Middle school teachers use benchmark testing as an actual grade (midterm and final exams) to ensure students have mastered standards. In addition, all students in grade 5, as well as students identified as reading below grade level in grades 6-8, are administered the Developmental Reading Assessments (DRA).

HIGH SCHOOL ASSESSMENTS

High school teachers assess student progress throughout the school year through internal and external assessments. The International Baccalaureate Diploma Programme includes specific assessments for students enrolled in the program

DIVERSE LEARNERS

Abby Kelley Foster provides comprehensive services to those students with disabilities and maintains a range of educational services that are in compliance with state and federal laws and regulations. Any child with a disability as defined by the Individuals with Disabilities Education Improvement Act (IDEIA) is provided with a free and appropriate public education and held to standards established by the Massachusetts Department of Elementary and Secondary Education. Special education teachers are assigned to each grade level and provide students with instructional support in both the inclusion and pull out setting. All students have access to a learning center located in each building which provides student with access to teacher support during scheduled times during and after the school day.

Students, regardless of disability, are taught with students in similar proficiency levels in reading and math in appropriate instructional groups. Students with disabilities receive instruction in all subject areas in the regular education classrooms, with non-disabled peers, and with minimal separation in the least restrictive environment. In situations where fully inclusive models of special education are not appropriate, a special education teacher, or instructional assistant will be utilized to provide more direct services, maintaining sensitivity to the effects of being removed from general education classroom environment.

Presently we are providing 170 students in Grades K-12 with individualized instruction in both the inclusion and pull out setting. Abby Kelley Foster conducts on-going communication with regular education staff to ensure that the individual needs of students are met in the least restrictive environment. Special education teacher's work with classroom teachers to incorporate accommodations and modifications as outlined in students' Individual Education Programs into the general education setting throughout the day. In this inclusion model, special education staff "push" into the classroom to provide additional resources for instruction, modifications for assessments, and other IEP driven services. There are instructional assistants available to also provide accommodations and instructional supports in general education classrooms. The regular education curriculum can be modified as needed to meet the needs of the individual special needs students according to the student's IEP.

In situations where fully inclusive models of special education are not appropriate, a student receives services in the school's learning center. Instructional services may include one-on-one instruction, consultation services, tutorials, or behavioral support in the least restrictive environment. The purpose of the pull out services is to provide the specially designed instruction in a setting outside the general education classroom. At times, students need more direct teaching/instruction using different methods than those utilized in the general education classroom, accommodating or modifying the general education curriculum is not enough for these students.

For students in need of related services, the school's speech/language pathologists, an occupational therapist, counselors, and other outside service providers are available to meet student needs.

The school's program model is sheltered language instruction. Students are placed in sheltered English immersion (SEI) classrooms and receive direct English language development (ELD). The number of ELD hours a student receives is initially informed by the student's level of language proficiency on the W-APT. Once ACCESS for ELLs results are available, those results inform ELD hours. We use the guidelines established by the Massachusetts Department of Elementary and Secondary Education to determine the amount of ELD instruction an English language learner should receive with regard to proficiency level.

SEI and ELL teachers at AKF work closely together to ensure ELL students receive appropriate sheltered content, and ELD instruction using appropriate supports as needed. All SEI teachers who have ELL students in their classes are SEI Endorsed, and all ELL teachers are certified ESL teachers. SEI and ELL teachers use strategies and (supports) to support the learning of ELL students including strategies that are learned through the SEI Endorsement course as well as other best practices for sheltering content. ELL students are provided with supports such as word banks, sentence starters, graphic organizers, small group instruction and each ELL student (current or former) has a bilingual dictionary in their native language to use during MCAS as needed. SEI teachers and ELL teachers meet weekly to common plan, share student concerns, and create language objectives for their ELL students, based on their English proficiency levels. This is also a time when teachers work together to share ideas about sheltering content or ESL strategies that can be used to help students be more successful with the content.

SOCIAL, EMOTIONAL AND HEALTH NEEDS

All special education students including those with an emotional disability have been assigned a liaison. The liaison is not the student's teacher. The liaison is responsible for ensuring the student's education plan is being implemented, monitoring student progress, and reporting areas of concern to the special education department. All special education teachers meet weekly to review student progress by building during grade level team meetings and data meetings. The school counselors, and/ or school psychologists meet weekly with the building

principals to review student progress and concerns. The school psychologists meet at least monthly with the special education administrators to review student progress and concerns

The special education director meets at least monthly with the building principals to review student progress and concerns. The school provides ongoing professional development regarding meeting the social and emotional needs of our students. In addition, the school currently employs the following staff to meet the social emotional needs of our student population:

- The school contracts with a Board Certified Behavior Analyst (BCBA) to assist in the development and implementation of behavior plans and functional behavior assessments.
- Two school psychologists support the needs of the students and provide our school counselors with professional development/support.
- Six full time guidance counselors implement the social/emotional goals on a student's IEP, provide vocational and college guidance to all students regardless of disability and provide access to community resources to support the student's mental health needs.
- The school partners with Community Healthlink to increase student access to mental health counselors during the school day.
- Two behavior support teachers at the elementary and middle school monitor student behavior and implement student behavior support plans.
- Staff participate in SOLVE training which is a crisis intervention program designed to teach staff various options to assess, prevent and safely manage client aggression, assault and violence within a treatment context.

ORGANIZATIONAL VIABILITY

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The school made no changes to the organizational structure of the school and does not anticipate making any changes for the 2016-2017 school year. (Appendix F)

TEACHER EVALUATION

Abby Kelley Foster Charter Public School implements the Massachusetts Model System of Educator Evaluation.

BUDGET AND FINANCE

Appendix A

Accountability Plan Evidence 2015-16

In the template below, list each objective and measure contained in the school's **current and approved** Accountability Plan. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure, and provide data or other evidence supporting the statement. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please remember the target audience is the general public, please avoid using jargon or acronyms when providing evidence. 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 2015-2016 school year.

Faithfulness to Charter

	2015-2016 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter School will provide high school students with the opportunity to participate in the International Baccalaureate Programme.		
Measure: 50% of the Grade 11 and 12 students will participate in at least one International Baccalaureate course by the 2015-2016 school year.	Met	54% of the Class of 2017 is enrolled in at least one IB course for the 2016-2017 academic year. 60% of the Class of 2016 participated in at least one IB course during the 15-16 academic year.
Measure: 65% of the grade 11 and 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	100% of the students participating in the IB Programme scored a 3 or higher on their IB assessment. In addition 8 students in the class of 2016 earned a full IB diploma, which includes 3 Posse Scholarships.
Measure: Annually, 100% of the graduating class will be accepted to a two or four year university with 75% remaining enrolled in a post secondary institution beyond their freshman year.	Met	100% of the Class of 2016 was accepted to a two or four year university. 94% of the Class of 2015 indicated enrollment for the fall 2016 in their current two or four year university.
Objective: Abby Kelley Foster Charter Public School students will demonstrate musical competence.		
Measure: 95% of the students in grades K-4 will master the music education curriculum standards by achieving a level 3 or higher on the standards based report cards annually.	Met	96% of the K-4 students achieved a level 3 or higher on the standards based report.

Measure: 85% of the students in Music 9 will master the course standards by achieving a grade of 80% or higher as measured by internal assessments annually.	Met	92% of the students in Music 9 achieved a grade of 80% or higher as measured by the high school's internal assessment.
Measure: A minimum of 25% of the middle and high school students will participate in a performance group, with 100% of those students performing in at least 2 school wide events annually.	Met	41% of the middle and high school students participated in a performance group and 100% of those students participated in a school wide performance either on or off campus.
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participating in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment. Student performances included IB.
Objective: Abby Kelley Foster Students will demonstrate the ten character virtues.		
Measure: All graduating students will participate in a minimum of two community service projects or activities for a total of 50 hours annually.	Met	100% of the Class of 2016 completed a total of 50 hours of community service.
Measure: 90% of the students in grades K-4 will master the character education curriculum standards by achieving a level 3 or higher on the standards based report card annually.	Met	90% of the students in grades K-4 achieved a level 3 or higher as measured by the standards based report card.
Measure: 90% of the students in grades 5-8 will master the character education curriculum standards by achieving a grade of 80% or higher as measured by internal assessments annually.	Met	90% of the students in grades 5-8 achieved a grade of 80% or higher as measured by internal assessments.

Appendix B

Charter School Recruitment and Retention Plan Template

Abby Kelley Foster Charter Public School implemented an online admissions program for the 2016-2017 open enrollment campaign in order to simplify the process. The new system, Admissions Plus allowed parents to complete the application online and receive immediate confirmation that their application was submitted. An application center was available in Middle School for applicants who did not have access to a computer at home. A member of the school's IT department or enrollment office was available during the enrollment period to support applicants. In addition, the enrollment lottery was automated and parents not in attendance received their waitlist number via email at the conclusion of the lottery.

The school accepted applications beginning in October and concluded in January. Applications were accepted for students entering Kindergarten through Grade 6 and the lottery was held in February. The enrollment campaign included parent information sessions with the special education director and the elementary school principal. Application information and lottery dates were publicized in the local newspapers. Parents were able to access enrollment information via the website.

The school community continues to play a vital role in the enrollment process. Parents and friends often recommend our school to applicants and as a result, a significant number of applications are generated through informal advertising.

The school's successful partnership with area community organizations has lead to an increase in the number of applications from families with a second language spoken at home and special education students. The enrollment office held monthly information sessions for interested parents which included the special education director.

The school continues to maintain an average retention rate of 95% and will continue to survey our parents and students to address school-wide concerns. Abby Kelley Foster has implemented a number of Tier 1, 2, and 3 interventions at the elementary school to address the academic needs of our high needs student population.

Recruitment Plan

2016 – 2017

School Name: Abby Kelley Foster Charter Public School

Date: July 26, 2016

Please provide a brief narrative report on implementation of recruitment strategies from last year's plan.

Implementation Summary:

The school has 120 seats available annually for students entering kindergarten. The school offered admission to 118 students both siblings and residents for the 2016-17 school year. Two students are being considered for retention. The school received over 200 resident applications for 75 resident seats. Kindergarteners are not immediately identified as special education students unless the school received an IEP from the previous school. Students will be ACCESS tested based on the results of the home language survey in the fall.

Abby Kelley Foster Charter Public School enrollment campaign for the 2016-2017 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 118 Kindergarten students for the upcoming school year with the following demographics:

- 36 % Siblings of currently enrolled students
- 15% Special education/504 students
- 68% Second language spoken at home
- 58% Enrolled from Worcester Public Schools and/or Head Start Programs within WPS
- 32% from area private schools/daycare centers
- 10% no prior schooling

The Special Education Director collaborates with the Worcester Municipal Research Bureau, Community Healthlink, and the Multi Cultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

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

General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in January annually.
- Applications for grades K-6 are available on the school's website.
- The school hired a part time enrollment administrative assistant to provide assist families with the application.
- The school implemented an online application in order to simplify the application process.
- The school established an application center in the middle school.
- The school provided parents with an option to complete the application over the phone or at the school with the assistance of a staff member.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in the each of the school newsletters.
- Enrollment Announcement (open house dates and deadlines) were published in the Telegram and

Gazette and Bay State Parent (September-January)

- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Monthly Kindergarten Open Houses October-January
- Parent Information Sessions (October-January)
- Established an enrollment hotline for parents to contact the school with enrollment questions.
- The school collaborates with the Assumption College School Counseling Program to hire interns to work with our families and provide them with access to community resources including special education services and language support.
- The enrollment office collaborates with the school counselor, special education director and ELL coordinator to host parent meetings to educate our regarding community resources.

Directions for creating deliberate, specific strategies for the recruitment plan:

1. Look at [CHART](#).
2. Review your school's subgroup enrollment in CHART. Please pay particular attention to the enrollment of students who are limited English proficient, students with disabilities, and low income students.
3. Determine for which of the above subgroups the charter school enrolls a comparable population, and for what subgroups the school falls below the comparison index. The comparison index provides a comparison figure derived from data of students' who reside within the charter school's sending district.
 - a. For subgroups with a comparable population, you may list the recruitment strategies that the school has used in the past.
 - b. For subgroups that fall below the comparison index, the school must create enhanced recruitment strategies (i.e. more specific and targeted for this particular subgroup) in the revised plan.

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

Recruitment Plan –Strategies

List strategies for recruitment activities for each demographic group.

Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants with information regarding the school’s special education program. • The Special Education Director will collaborate with the speech and language pathologist and Assistant Special Education Director to provide kindergarten applicants with information regarding the school’s speech and language programs. • The Special Education Director will collaborate with French River Education Center to share admissions information and related services. • The Special Education Director will consult with Assumption College’s Counseling program regarding supporting the city’s high needs population. • The Special Education Director will consult with the school’s outside service providers (psychologists, related services providers) regarding the school’s enrollment process. • The Special Education Director will meet with members of the Worcester Regional Resource Bureau to provide enrollment information for Worcester families. The WRRB hosts community events monthly throughout the city. • The Special Education Director will meet weekly with the Director of the Multicultural Wellness Center to provide enrollment information for families with who children with a disability. • The Special Education Director will meet at least monthly with the external affairs contacts from the United Way of Central Massachusetts and the Worcester Department of Public Health, Girls Inc, and Assumption College School of Counseling to provide families with programmatic information. • The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The enrollment office will provide families with information regarding the school’s special education program. • The Special Education Director will review the special education programs with interested families as requested.

<p>Limited English-proficient students</p>	<ul style="list-style-type: none"> • The English Language Learner (ELL) Coordinator will collaborate with the Enrollment office to participate in the open house sessions. • The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • The ELL Coordinator will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as ELL. • The Enrollment Office will ensure that translated enrollment applications are available to families on the admissions page. • Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English language learners services within the school and the community. • According to the results of the Kindergarten Home Language survey, 68% of the families reported that a second language is spoken at home, with the majority of those families speaking an African Dialectic • The Enrollment Office will share enrollment information to the following community organizations: <ul style="list-style-type: none"> 1. Multi Cultural Wellness Center 2. African Community Education Program(ACE) 3. Centro Las Americas 4. Southeast Asian Coalition of Central MA 5. United Way of Central MA 6. Girls Inc • The ELL Coordinator will host an enrollment information session for parents of interested students and share enrollment information to preschools located in areas where English is not the primary language. • The school will provide information on the schools website regarding the ELL program with applications available in Spanish, French, Vietnamese and Portuguese. • The School will continue to work with Benoit Translations to support families requiring interpreters.
<p>Students eligible for free or reduced lunch</p>	<ul style="list-style-type: none"> • 61% of Abby Kelley Foster Charter Public School students participate in the free and reduced lunch program. • Abby Kelley Foster will provide enrollment information to area pre-school programs including open house dates and application deadlines including but not limited to programs in the school’s geographical area. • The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. • The school will provide enrollment information to ArtReach. A before and after school program for Worcester public school families • The Special Education Director will coordinate with the after school program to host a parent information session. • The enrollment office will provide enrollment information to the Worcester public library.

<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> • 49.5% of the students enrolled are considered high needs students as determined by DESE. • Abby Kelley Foster Charter Public School will continue to collaborate with the Worcester Regional Research Bureau to review Worcester Public School demographic information. • Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. • The Special Education Director and ELL Coordinator will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. • Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. • Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions.
<p>Students who have dropped out of school</p>	<p>N/A</p>

Retention Plan

2016-2017

Please provide a brief narrative report on implementation of retention strategies from last year's plan.

2015-2016 Implementation Summary:

Abby Kelley Foster Charter Public School completed a four month enrollment campaign for the 2016-2017 school year. The campaign included monthly information sessions hosted by the principals and special education director. All enrollment information was published in the local newspapers and available on our school's website

Abby Kelley Foster's current retention rate is 96.7% and has remained steady throughout the years. A member of the school administration continued the practice of speaking with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer.

The enrollment administrative assistant meets with interested families and those who are transferring. The assistant documented the transfer information and if necessary the principal met with the families. The majority of students transferring from Abby Kelley Foster are 8th graders. Our school cannot accommodate the vocational program many parents and students are seeking.

For the purposes of a Recruitment and Retention plan, retention shall be defined as the charter school's ability to maintain enrollment of its students with low turnover and limited attrition ([603 CMR 1.02](#)).

1. Look at [CHART](#).
2. Review your school's attrition in CHART.
3. Calculate your school's retention rate by subtracting the attrition rate from 100. For example, if the attrition rate is 8.3%, then the retention rate would be calculated as $100 - 8.3 = 91.7\%$.
4. Establish a retention goal for the 2015-16 school year
5. Identify the retention strategies the school will implement during the upcoming school year to maximize the number of students who successfully complete all school requirements and to prevent students from dropping out.
6. The retention plan *may* include activities that address the needs of all students in the school, but *must* be designed to impact the target groups (students who are limited English proficient, students with disabilities, and students eligible for free or reduced price lunch, etc.).

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –Strategies	
List strategies for retention activities for each demographic group.	
Demographic Group	Strategies
Special education students	<p>The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director and/or the assistant director of special education will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child’s needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education through the parent advocacy committee annually.</p> <p>The special education director will meet with the chair of the special education parent advocacy committee to discuss parent concerns and best practices for improving school communication.</p>
Limited English-proficient students	<p>The school will continue to use the school’s student information system to provide families with translated enrollment information, special education documents and school documents.</p> <p>The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request.</p> <p>The school guidance office will work with families to provide access to community resources.</p> <p>The school will offer parent information sessions regarding school academic and program information.</p>
Students eligible for free or reduced lunch	<p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community</p>
Students who are sub-proficient	<p>The school will offer all students after school tutoring for students in grades 5-12.</p> <p>The school may offer before school tutoring for students in grades K-4. High school students with an average below a seventy in a core subject will be required to attend after school sessions.</p> <p>The school will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>

Students at risk of dropping out of school	<p>The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.</p> <p>The school guidance counselors and special education director will collaborate with the counselors from Community Health Link to work with students who are at risk of dropping out.</p>
Students who have dropped out of school	N/A

Appendix C
School and Student Data Tables

Student demographic information can be found on the Department’s website using your school’s profile. Please provide the link to your school’s profile on the Department’s website.

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04450105&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	628	44
Asian	55	3.9
Hispanic	345	24.2
Native American	14	0.1
White	348	24.4
Native Hawaiian, Pacific Islander	14	0.1
Multi-race, non-Hispanic	22	2.9
Special education	147	10.3
Limited English proficient	106	7.5
Economically Disadvantaged	473	33.2

ADMINISTRATIVE ROSTER FOR THE 2015-2016 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Brian Haas, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2015	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Rob Kerr, Assistant High School Principal	Implemented the goals and objectives of the HS principal and ED, including academic policy and procedure, discipline, professional development.	July 1, 1999	
Amy Puliafico, Middle School Principal	Worked under the direction of the ED/Middle School Principal to implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2013	
Amy Emma, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
AnnMarie Little, Director of Government Relations/Special Education	Implements the goals and objectives of the No Child Left Behind Act, Accountability Plan, School Improvement Plan, Coordinated Program Review and Enrollment. Oversees the Special Education Department.	July 1, 2001	
Dianne Bonaventura, Business Manager	Administers and oversees all business transactions including budget development and school construction contracts.	July 1, 2004	
Steve Donaghy, Director of Facilities	Oversees the maintenance and operation of the three school buildings.	July 1, 2008	
John Calabresi, Director of Technology	Oversees the technology development and management system of the three school buildings.	August 1, 1998	
Susan Bialas, Assistant Director of Special Education	Administers the special education program for all K-12 students in compliance with state and federal law.	August 1, 1998	

TEACHERS AND STAFF ATTRITION FOR THE 2015-2016 SCHOOL YEAR				
	Number as of the last day of the 2015-2016 school year	Departures during the 2015-2016 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers		3		1 teacher resigned during the school year to take a position outside the field of education. 2 teachers resigned during the school year for personal reasons. teachers opted to not renew their contracts at the end of the school year.

Other Staff	41	0		
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BOARD MEMBERS FOR THE 2015-16 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Heidi Paluk	Chair	Education Governance Facilities Finance	1	1/11/2011-6/30/2013 7/1/2013-6/30/2016 7/1/2016-6/30/2019
Lea Christo	Clerk	Education Governance	4	Founding Board Member By-laws amended 2008 to include term limits 7/1/2008-6/30/2010 7/1/2010-6/30/2013 7/1/2013-6/30/2016 7/1/2016-6/30/2019
Celia Blue	Member	Education	1	9/6/2011-6/30/2014 7/1/2014-6/30/2017
Alicia O'Connell	Member	Education	0	12/1/2014-6/30/2017
Patrick Royce	Member	Finance Facilities	0	12/1/2014-6/30/2017
Randy Schmid	Member	Finance Facilities	1	9/26/2013-6/30/2016 7/1/2016-6/30/2019
Alexis Travis	Member	Education	0	12/1/2014-6/30/2017
James Walsh	Member	Facilities Finance	3	12/6/2005-6/30/2009 7/1/2009-6/30/2012 7/1/2012-6/30/2016 7/1/2016-6/30/2019

Appendix D

Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at ldelorenzo@doe.mass.edu or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	Heidi Paluk
Charter School Leader	Brian Haas
Assistant Charter School Leader	N/A
Special Education Director	AnnMarie Little
MCAS Test Coordinator	Emily Jermine
SIMS Coordinator	John Calabresi
English Language Learner Director	Amelie Tambolleo

*Add additional rows as necessary

Facilities

Has your school relocated or acquired a new facility within your charter school's current municipality? (Please note: if you are relocating or acquiring a facility outside of your charter school's current municipality, this requires Commissioner approval. Please see the Amendment Guidelines for further details:

<http://www.doe.mass.edu/charter/governance/?section=amendments>).

Location	Dates of Occupancy
K-12 10 New Bond Street Worcester, MA 01606	1998-Present

Enrollment

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2016-2017 school year? Please be reminded of the following regulatory requirements: "Charter schools may not set any principal application deadlines or hold any enrollment lotteries for student admissions for the upcoming school year until after January 1st. Every charter school shall conclude its principal enrollment process no later than March 15th of each year" (603 CMR 1.05 (3)(c)).

Action	Date(s)
Student Application Deadline	January 25, 2016
Lottery	February 24, 2016

SCHOOL SCHEDULE TEMPLATE *(May 2015)*

Abby Kelley Foster Charter Public School

July 23, 2016

ITEM 1 DAILY/WEEKLY SCHEDULE FOR STUDENTS	
Day	Typical Total Hours
Monday	7
Tuesday	7
Wednesday	7
Thursday	7
Friday	7
Other <i>(if applicable)</i>	Not Applicable

ITEM 2 YEARLY SCHEDULE FOR STUDENTS		
Minimum Number of Days	Scheduled Emergency/Snow Days	Total number of scheduled school days
180	6	186
Please note below if the schedule includes mandatory special programming for all students, such as Saturday school or summer school.		

APPENDIX F ORGANIZATION CHART

