

Abby Kelley Foster Charter Public School

2013-2014

Annual Report

Kathleen Greenwood, Executive Director
10 New Bond Street
Worcester, MA 01606
Phone: 508.854.8400
Elementary School Fax: 508.595.0370
Middle and High School Fax: 508.854.8484
www.akfcs.org

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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	190	Students on Waitlist	748
School Hours	7:45 a.m. -2:45 p.m.	Age of School	15
<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>			

SCHOOL PROFILE

The Abby Kelley Foster Charter Public 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.

The school's charter was renewed both in 2007 and 2013 with no conditions. The school is located in the Greendale neighborhood of Worcester, offering all students a classical liberal arts education. New students may enroll in Kindergarten through Grade 5 if seats are available. Preference is given to siblings of currently enrolled students and students residing in the towns designated in the charter: Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester.

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 communications with parents. In order to foster positive parental relationships we host information sessions and encourage participation through parent groups, classroom volunteers and school activities. Close parent communication ensures progress toward academic and behavioral standards.

As part of the school 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 (PBIS) System and Responsive Classroom. Students and faculty are strongly encouraged to incorporate problem solving and social skills into 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.

The 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.

Instructional practices are evaluated formally and informally by the principal and assistant principal throughout the school year. Formal observations are scheduled twice a year for novice teachers and once a year for veteran staff. All observations are based on the following model: Safety, Objective, Teaching, Engagement and Learning.

School Performance and Program Implementation

Accountability Plan Objectives and Measures

Faithfulness to Charter

	2013-2014 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	50% of the Class of 2015 is enrolled in at least one IB course for the 2014-2015 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	89% of the students participating in the IB Programme scored a 3 or higher on their IB assessment.
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.	Partially	100% of the Class of 2014 was accepted to a two or four year university. The school is in the process of developing a system for tracking college persistence for the 2014-2015 school year.
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 card for the 2013-2014 school year.
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	88% 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	37% 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 (38 students) participating in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment.
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 2014 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	93% 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	91% of the students in grades 5-8 achieved a grade of 80% or higher as measured by internal assessments.

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO 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 communications 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 (PBIS) System 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.

Teacher Evaluation

Instructional practices are evaluated formally and informally by the principal and assistant principal throughout the school year. Formal observations are scheduled throughout the school year in accordance with the Massachusetts Educator Evaluation System. Student growth and teacher performance are evaluated based on the district's determined measures (DDMs). In addition, informal observations are based on the following model: Safety, Objective, Teaching, Engagement and Learning.

Amendments to the Charter

The Abby Kelley Foster Charter Public School Board of Trustees did not amend the School's charter during the 2013-2014 school year

Dissemination

Abby Kelley Foster continues to work with traditional public schools, charter schools, area private schools, local community organizations, and businesses to enhance our academic program and increase the availability of resources to our students and families. Our administrators and teachers have hosted and participated in a number of professional development sessions regarding behavior management, character education, and teaching techniques. Our teachers are provided the opportunity to attend workshops and travel to schools (St. Peter's Central Catholic, Shrewsbury) to meet and share different techniques and learning styles with other education professionals. In addition, our elementary school principal has formed a monthly principal's meeting with area public schools which includes staff from Worcester Public Schools and Shrewsbury Public Schools.

In collaboration with The United Way, Abby Kelley Foster has partnered with Girls, Incorporated of Worcester over the past three years. Girls, Inc. offers girls in Kindergarten through Grade 12 the opportunity to build leadership skills and master physical, intellectual, social, and emotional challenges. We are proud of our partnership and look forward to continuing this collaboration over the next four years.

In accordance with the School's charter and strategic plan the music department spent the 2013-2014 academic year fostering relationships with the music community throughout the City of Worcester. The faculty and students collaborated with a number of organizations during the school year. Our school community had the opportunity to expand their knowledge of music and the fine arts through performance, instruction, presentation or publication with the local and state communities including the following:

- Band Day – College of the Holy Cross (August 2013)
- National Anthem Performance by the HS Choir at St. Gobain (September 2013)
- March of Dimes Fundraiser by the HS String Quartet (October 2013)
- Senior MMEA Central District Auditions (November 2013)
- *The Nutcracker* performance (Choir Members), The Hanover Theater (November/December 2013)
- PTO AKF Day Barnes & Noble Bookstore- ES Chorus Performance (December 2013)
- High School String Quartet Performance (December 2013)
- AKF Night Worcester Ice Cats Hockey HS Choir National Anthem (January 2014)
- HS Choir Performance at Burncoat High School, Worcester (January 2014)
- Junior MMEA Central District Auditions – Middle School Members (February 2014)
- Choir Showcase for local High School choirs hosted by AKF (April 2014)
- AKF High School Ensembles perform with Notre Dame Academy (May 2014)
- College of the Holy Cross Symphonic Band Performance (AKF students) (May 2014)

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

Massachusetts Comprehensive Assessment System (MCAS) and District Report Card

Abby Kelley Foster Charter Public School developed a K-12 action plan to improve student performance in both internal and external assessments. The action plan included a number of intervention strategies developed to support the academic needs of both our struggling students and our high achieving students.

The complete results of the 2013 MCAS administration and School Report Card are available on the Massachusetts Department of Elementary and Secondary Education website.

http://profiles.doe.mass.edu/mcas/performance_level.aspx?linkid=32&orgcode=04450105&orgtypecode=6&

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04450105&fycode=2013&orgtypecode=6&>

Program Delivery

Instructional Practices at the Elementary School (K-5)

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 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 use models, and also explicitly teach the expectations. 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 set up in each classroom so that concepts can be re-taught or students' learning can be extended. There is a 40 minute 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 meet their expectations.

We form strong partnerships with our families by reaching out at the start of every school year with a positive phone call home. Teachers communicate on a regular basis throughout the year with emails, phone calls, meetings, school events, and newsletters to clearly communicate the academic and behavior expectations, and to also encourage family involvement. We work hard to support students during the school day and work with families to reinforce the learning goals at home. Student learning is a shared responsibility.

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.

Teachers in the middle school employ a wide range of teaching strategies to optimize the learning experience of all students in their classes. All classrooms are equipped with a PolyVision board, and teachers demonstrate varying levels of proficiency.

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. You will observe teachers challenging students with higher level questions and thinking skills. This approach requires our students to rise to the expectation of an academic rigorous curriculum. 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 the assessments listed below to determine student achievement levels. The data is collected and analyzed to determine student areas of strength and weakness. The School utilizes the results of the assessments to identify students in need of academic support.

MATH BENCHMARKS

The math benchmark assessments at all grade levels include short answer and multiple choice question formats, and grades three and up include open response questions. The math benchmarks are administered in grades kindergarten through eighth, and to high school students enrolled in Algebra and Geometry courses. The math benchmarks are administered to elementary students three times over the course of a school year; once in the fall, winter, and spring. Middle school students participate in one additional assessment period at the end of the school year to assist with academic placement for the following year. The math benchmarks are aligned with the math curriculum, allowing teachers to assess skills that have been taught up to that point in the year. This provides teachers with data on what level of mastery students have on the math skills, so they can target their instruction on skills that need reinforcement.

ENGLISH LANGUAGE ARTS BENCHMARKS

The English Language Arts benchmarks assess reading comprehension ability in grades three through eighth. The ELA benchmarks are administered four times over the course of a school year; once in the fall, winter, and spring and at the end of the school year. Each benchmark test consists of multiple choice questions and open response questions. There are between three and five reading selections within each assessment. All ELA benchmarks include at least one reading selection from each of the following genres: nonfiction, fiction, and poetry.

WRITING BENCHMARKS

The writing benchmark assessments are administered three times a year, to students in grades kindergarten through fourth, as well as grade seven. The writing benchmark assessments consist of a prompt, to which students are asked to respond. Writing benchmarks assess topic development and content, as well as Standard English writing conventions. Rubrics have been developed at each grade level, which reflect the Massachusetts State Frameworks as well as grade level expectations. The prompts and rubrics in grades four and seven are designed to reflect the long composition portion of the Massachusetts Comprehensive Assessment System. Students in grades 5, 6, and 8 are administered a writing diagnostic once in the fall and again in the spring.

SCIENCE BENCHMARKS

Students in grades 5 and 8 are administered a science benchmark in November and February. Grade 9 students participate in a biology benchmark in September and May. The data is used to better inform instruction during these critical MCAS testing years.

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 Developmental Reading Assessments (DRA).

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 will include assessments for students enrolled in the program

DIVERSE LEARNERS

Abby Kelley Foster Charter Public School is committed to providing all students with the learning strategies, academic intervention and curriculum accommodations necessary to allow for academic success and address gaps in learning. Student areas of academic strengths and weaknesses are evaluated throughout the school year to identify areas of need.

Abby Kelley Foster provides all students with a safe learning environment. All members of the school staff are required to attend trainings regarding harassment, student safety, civil rights, bullying prevention and intervention strategies, restraint training, mandated reporter requirements, student confidentiality and disciplinary procedure for students with special needs, and the laws and regulations regarding the Individuals with Disabilities Improvement Act (IDEIA) and Section 504 Americans with Disabilities Act at the beginning of each year. In order to provide instruction that is designed to meet the varied learning needs of our students and designate more time on learning, students may be grouped for math and reading within their classrooms according to their needs. We strive to keep the expectations high for all our students and want to create an atmosphere where each student can be successful.

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 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.

All limited English proficient (LEP) students are identified and receive instruction in accordance with Massachusetts laws and regulations. All families are required to complete a Home Language Survey during the

admission process. All survey data is collected by the English language learner coordinator for review. The WIDA-ACCESS placement test (W-APT) is administered as an initial English language assessment tool to students who indicated that a language other than English is spoken in the home on the Home Language Survey. Results determine the proficiency level of the student and guide the school in creating a plan that would best suit each learner.

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 (May of each school year), 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.

CHARTER SCHOOL PERFORMANCE CRITERIA RELATING TO ORGANIZATIONAL VIABILITY

COMPLAINTS RECEIVED BY THE BOARD OF TRUSTEES

As required by law, the Board follows the requirements for reviewing the complaint of any individual or group of a claimed violation of Chapter 71, Section 89. The Board of Trustees was not in receipt of any official complaints during the 2013-2014 school year.

ORGANIZATIONAL STRUCTURE OF THE SCHOOL

The current organizational structure of the school will remain in place for the 2014-2015 school year.

School and Student Data Tables

Detailed student demographic information can be found by clicking on the link below:

<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	569	39.9
Asian	65	4.6
Hispanic	368	25.7
Native American	1	0.1
White	376	26.3
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	46	3.2
Special education	153	10.7
Limited English proficient	77	5.4
Low income	881	61.8

TEACHERS AND STAFF ATTRITION FOR THE 2013-2014 SCHOOL YEAR				
	Number as of the last day of the 2013-2014 school year	Departures during the 2013-2014 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	123	1	5	3 teacher contracts were not renewed due to performance. 1 teacher relocated at the end of the school year. 1 teacher accepted a job in a new district. 1 teacher departed during the school year due to a medical condition.
Other Staff	41	0	2	1 counselor contracted was not renewed. 1 instructional assistant retired.

ADMINISTRATIVE ROSTER FOR THE 2013-2014 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Kathleen Greenwood, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2004	
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 Pulifico, 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	

BOARD MEMBERS FOR THE 2013-14 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
Lea Christo	Clerk	Education Governance	5	9/1/1998* (no term limits) 7/1/2005-6/30/2008 7/1/2008-6/30/2010 7/1/2010-6/30/2013 7/1/2013-6/30/2016
Richard Wolf	Treasurer	Facilities Finance Governance	2	6/8/2010-6/30/2013 7/1/2013-6/30/2016
Jianyu Liang		Education	1	9/6/2011-6/30/2014 7/1/2014-6/30/2017
Celia Blue		Education	1	9/6/2011-6/30/2014 7/1/2014-6/30/2017
James Walsh		Facilities Finance	2	12/6/2005-6/30/2009 7/1/2009-6/30/2012 7/1/2012-6/30/2016
Randy Schmid		Finance Facilities	0	9/26/2013-6/30/2016
Stephen Sycks		Education	2	6/6/2006-6/30/2009 7/1/2009-6/30/2012 7/1/2012-6/30/2015

Key Leadership Changes

Position	Name
Board of Trustees Chairperson	Heidi Paluk
Charter School Leader	Kathleen Greenwood
Assistant Charter School Leader	N/A
Special Education Director	AnnMarie Little
MCAS Test Coordinator	Emily Jermine
SIMS Coordinator	Anne McColgan
English Language Learner Director	Kayla Mezzano

Facilities

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

Enrollment

Action	Date(s)
Student Application Deadline	January 16, 2015
Lottery	February 24, 2015

Abby Kelley Foster Charter Public School

Fiscal Year 2015 Operating Budget

Operating Revenues:	
Revenue from State Sources	\$ 17,541,207
State Grants	\$ 29,918
Revenue from Federal Sources	\$ 836,883
Meal Program Revenues	\$ 588,027
Other Revenues	\$ 29,000
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Total Operating Revenues	\$ 19,025,035
 Operating Expenses:	
Administration	\$ 1,012,322
Instructional Services	\$ 9,897,745
Other Pupil Services	\$ 2,143,756
Operation and Maintenance of Plant	\$ 2,756,051
Benefits and other Fixed Charges	\$ 2,014,831
	<hr/>
Total Operating Expenses	\$ 17,824,705
 Non-Operating Revenue/(Expenses):	
Interest Income	\$ 20,000
Bond Interest	\$ (973,683)
Other Non-Operating Expenses	\$ (15,000)
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Total Non-Operating Revenue/(Expenses)	\$ (968,683)
 Change in Net Assets	 \$ 231,647
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 Capital Outlay and Debt Repayment:	
Text/Library Books	\$ 20,789
Furniture & Fixtures	\$ 58,500
Information Technology	\$ 229,916
Building/Property Improvements	\$ 41,000
	<hr/>
Total Capital Outlay	\$ 350,205
 Bond Principal	 \$ 1,043,519
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Total Debt Service	\$ 1,043,519
	<hr/>
Total Capital Outlay and Debt Repayment	\$ 1,393,724
	<hr/> <hr/>
 Cash Basis:	
Net Income from Operations	\$ 1,200,330
Net Non-Operating Revenue/ (Expense)	\$ (968,683)
Non-Cash Depreciation	\$ 1,332,790
	<hr/>
Cash From Operations	\$ 1,564,437
Capital Outlay & Debt Repayment	\$ 1,393,724
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Cash added to/used from Surplus	\$ 170,713
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Abby Kelley Foster Charter Public School

Statement of Net Position (Unaudited)

Year Ended June 30, 2014

<u>Assets</u>	
Current Assets:	
Cash and Cash Equivalents	\$ 2,154,989
Accounts Receivable	\$ 4,930,195
Prepaid Expenses	\$ 102,047
Total Current Assets	\$ 7,187,231
Fixed Assets (net of accumulated depreciation)	
Land	\$ 2,816,500
Buildings & Improvements	\$ 32,091,631
Land & Improvements	\$ 3,291,555
Musical Instruments	\$ 87
Computers and Peripherals	\$ 132,390
Text and Library	
Instructional Materials	\$ 100,778
Furniture, Fixtures & Equipment	\$ 209,990
Automobiles	\$ 4,070
Total Fixed Assets	\$ 38,647,000
Other Non-Current Assets:	
Certificate of Deposit	\$ 1,509,940
Cash and Cash Equivalents	\$ 1,508,738
Total Other Non-Current Assets	\$ 3,018,678
Total Assets	\$ 48,852,909
<u>Liabilities and Net Assets</u>	
Current Liabilities	
Current Maturities of Long Term Debt	\$ 1,043,519
Accounts Payable	\$ 89,608
Accrued Payroll and Related Expenses	\$ 1,277,532
Other Accrued Expenses	\$ 31,028
Accrued Interest and Bond Costs	\$ 81,374
Other Current Liabilities	\$ 40,248
Total Current Liabilities	\$ 2,563,309
Non-Current Liabilities	
Long-Term Debt (net of current maturities)	\$ 27,310,847
Hedging Instruments	\$ -
Total Non-Current Liabilities	\$ 27,310,847
Total Liabilities	\$ 29,874,156
Net Assets	\$ 18,978,753
Total Liabilities and Net Assets	\$ 48,852,909

Abby Kelley Foster Charter Public School

Statements of Revenue, Expenses and Changes in Net Position (Unaudited)

Year Ended June 30, 2014

Operating Revenues:

Revenue from State Sources	\$	17,200,275
State Grants	\$	29,918
Revenue from Federal Sources	\$	885,619
Meal Program Revenues	\$	575,734
Other Revenues	\$	<u>42,159</u>

Total Operating Revenues \$ **18,733,705**

Operating Expenses:

Administration	\$	1,026,150
Instructional Services	\$	9,422,560
Other Pupil Services	\$	2,052,902
Operation and Maintenance of Plant	\$	2,820,498
Benefits and other Fixed Charges	\$	<u>2,058,241</u>

Total Operating Expenses \$ **17,380,352**

Operating Income \$ **1,353,354**

Non-Operating Revenue/(Expenses):

Interest Income	\$	22,141
Interest Expense	\$	(1,132,237)
Letter of Credit Fee	\$	(20,000)
Change in FMV of Hedging Instrument	\$	181,700
Total Non-Operating Revenue/(Expenses)	\$	<u>(948,396)</u>

Change in Net Assets \$ **404,957**

Abby Kelley Foster Charter Public School

Estimated 10 Year Capital Plan- updated 2/2014

Location	Project Description	Total Estimated 10 Year Cost
Elementary School	Student Restrooms - renovations to include new plumbing fixtures, flooring and wall tiles.	\$240,000.00
Elementary School	Lighting Retrofit - to change old T12 lighting to new energy efficient LED.	\$75,000.00
Middle School	Plumbing segregation - existing system requires lengthy shutdowns and poses flood risk	\$25,000.00
Middle School	Electrical Upgrade - Current panels are in poor condition and many areas are at their maximum power limits.	\$100,000.00
Middle School	Renovate 2nd floor staff restrooms - fixtures and toilet partitions beyond repair.	\$100,000.00
Middle School	HVAC/Air Movement/Window Replacement - existing windows are single pane and not operational. (257 units)	\$2,525,000.00
System - Wide	Security Cameras & Equipment. Surveillance for public areas. Annual allowance.	\$25,000.00
System - Wide	Resurface all epoxy floor surfaces - All buildings	\$40,000.00
System - Wide	Asbestos Abatement - Removal and encapsulation as needed.	\$25,000.00
System - Wide	Lock replacement - expand HS locking system to middle and elementary schools.	\$20,000.00
System - Wide	Equipment replacement - Annual replacement of maintenance and custodial equipment.	\$60,000.00
System - Wide	Furniture replacement - Annual classroom furniture replacement program.	\$550,000.00
System - Wide	Life Safety Improvements - (fire alarms, doors, etc)	\$100,000.00
	Total 10 Year Estimated Capital Plan- Building & Grounds	\$3,885,000.00

Appendix B

Charter School Recruitment and Retention Plan Template

The AKFCPS formal enrollment campaign began in October and concluded in January. The school accepted applications for Kindergarten through Grade 5 during our enrollment campaign. The school conducted an enrollment lottery for students in February. The administration works with our middle and high school students to remain enrolled in our academic program through graduation. Students typically transfer to their home district, vocational school or private school at the end of Grade 8 due to the availability of sports or academic program requirements.

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 eliminated the requirement that all applications had to be submitted in person and allowed applications to be mailed or submitted via email. In addition, the Abby Kelley Foster 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 and formal 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. As a Level I school, Abby Kelley Foster has implemented action plans to address the academic strengths and weakness of our high needs student population.

Recruitment Plan

2014 – 2015

School Name: Abby Kelley Foster Charter Public School

Date: July 26, 2014

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

Implementation Summary:

Abby Kelley Foster Charter Public School enrollment campaign for the 2014-2015 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school accepted 110 Kindergarten students for the upcoming school year with the following demographics:

- 41% Siblings of currently enrolled students
- 14% Special education students
- 70% Second language spoken at home
 - a) 31% English
 - b) 32% Twi
 - c) 18% Spanish
 - d) 5% Portuguese
 - e) 14% other languages
- 42% Enrolled from Worcester Public Schools
- 27% from Head Start Program
- 7% from area private schools
- 10% no prior schooling

The Special Education Director formed a collaboration with the Worcester Municipal Research Bureau and Multi Cultural Wellness Center to recruit 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 will accept applications for students entering Kindergarten through 6 beginning in October through January 15 annually.
- Applications will be available on the school website.
- Applications will be available in each of the school buildings (elementary, middle, high school).
- Notices will be published in the each of the school newsletters.
- Notices will be mailed and emailed home to parents (September-January)
- Enrollment Announcement (open house dates and deadlines) will be published in the Telegram and Gazette (September-January)
- Enrollment Announcement (open house dates and deadlines) will be provided to interested parties.
- Monthly Kindergarten Open Houses October-January
- Parent Information Night K-5 (September and December)
- Established an enrollment hotline
- The school will collaborate with local colleges and universities to hire interns to work with our families and provide them with access to community resources including special education services.
- The school will hire an intern to conduct home visits, parent meetings and formed student groups to provide families with access to support services within the school community.

- Applications and /or enrollment information will be provided to area organizations. (Multi-Cultural Wellness Center, Worcester Municipal Research Bureau, Worcester Chamber of Commerce, African Community Development Corporation, and Centro Las Americas.
- Applications may be submitted by mail or email.

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 <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • All enrollment material will include a statement that “children with special needs are welcome at our school.” • Abby Kelley Foster will continue to collaborate with the Multicultural Wellness Center to provide enrollment information for families with who children with a disability. • Director of Special Education will host an open house during the enrollment campaign for families with students who have a disability. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The Special Education Director will work with the United Way and the March of Dimes to provide families with programmatic information. • The Special Education Director will provide area preschools with enrollment information, which includes a summary of special education services available. • The enrollment website will include information regarding the special education program and services available.

<p>Limited English-proficient students</p>	<ul style="list-style-type: none"> • According to the results of the 2014-2015 Kindergarten Home Language survey, 70% of the families reported that a second language is spoken at home, with the majority of those families speaking Spanish and Twi. • Abby Kelley Foster will collaborate with the African Community Development Corporation to provide enrollment information to families. • Abby Kelley Foster will collaborate with Centro Las Americas to provide enrollment information to families. www.centrolasamericas.org. • Abby Kelley Foster will provide families access to translated school documents through the school’s website (Spanish, Polish, Portuguese). • Abby Kelley Foster will work with a home/school liaison to provide parents with information regarding the availability of English language learners services within the school. The liaison will meet with parents at school and conduct home visits. • Abby Kelley Foster Charter School will collaborate with the United Way to provide parents with access to community resources and the availability of enrollment information. • Abby Kelley Foster ELL Coordinator will host an enrollment information session for parents of interested students and distribute enrollment information to preschools located in areas where English is not the primary language.
<p>Students eligible for free or reduced lunch</p>	<ul style="list-style-type: none"> • 62% 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. • Abby Kelley Foster will provide enrollment information to area head start early childhood centers including those in the low income areas identified DESE data including but not limited to; Grafton Street, Gates Lane, and Vernon Hill.
<p>Students who are sub-proficient</p>	<ul style="list-style-type: none"> • 68% of the students enrolled are considered high needs students as determined by DESE. • Abby Kelley Foster will provide enrollment information to schools in the Worcester region including underperforming schools as identified MA Department of Elementary and Secondary Education. • Abby Kelley Foster Charter Public School will provide enrollment informational sessions for parents and students entering Grades 1-5 on an annual basis. • Abby Kelley Foster Charter Public School will collaborate with the Worcester Regional Research Bureau to monitor and identify schools that are underperforming in the City of Worcester.
<p>Students at risk of dropping out of school</p>	<ul style="list-style-type: none"> • 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. • Abby Kelley Foster Charter Public School guidance department will work with students who may be at risk of dropping out. • Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students.

Students who have dropped out of school	N/A
Other subgroups of students who should be targeted to eliminate the achievement gap	<ul style="list-style-type: none"> Abby Kelley Foster will collaborate with the Multicultural Wellness Center to recruit students from targeted subgroups.

Retention Plan 2014 – 2015

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

Implementation Summary:

Abby Kelley Foster Charter Public School completed a four month enrollment campaign for the 2014-2015 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 95% and has remained steady over the past three years. The enrollment office will continue to meet with parents and students who have expressed an interest in transferring outside of the district to determine the reason for the transfer. The enrollment office hired a part-time assistant to work with interested families and those who are transferring. The assistant documented the transfer information and if necessary the principal met with the families.

In order to address the growing needs of our student population, Abby Kelley Foster increased the number of special education and English language learners teachers over the past year.

The school will continue to work with our families to address concerns regarding academic programming. The majority of students transfer at the end of Grade 8 to attend private or vocational schools. The school surveyed the Grade 8 parents and students to determine the reasons for transferring and requested suggestions for the high school program. The school has increased the availability of sports at the middle and high school and reviewed graduation requirements in response to the parent survey.

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 2014-15 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>Abby Kelley Foster Charter Public School Special Education Department 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 Director of Special Education will provide parents with monthly information regarding the current special education program.</p>
Limited English-proficient students	<p>The school will continue to hire interns to work with our families to provide access to community resources.</p> <p>The school will utilize Edline to provide families with translated enrollment information.</p> <p>The ELL parent group will continue to meet during the school year.</p> <p>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 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 resources including the multicultural wellness center programs.</p>
Students who are sub-proficient	<p>The school will offer all students before and after school tutoring, 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 MCAS 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>

Students who have dropped out of school	N/A
Other subgroups of students who should be targeted to eliminate the achievement gap	The school will continue to implement a K-12 action plan to improve student performance on both internal and external assessments.