

Abby Kelley Foster Charter Public School

2014-2015

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	538
School Hours	7:45 a.m. -2:45 p.m.	Age of School	17
<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,

Thank you for making the 2014-2015 academic year a success. The dedicated members of our faculty and administration work diligently to fulfill our mission to provide all students with a classical liberal arts education, to demonstrate music competence and to focus on character development.

Abby Kelley Foster Charter Public School continues to demonstrate academic success by maintaining our Level 1 status and consistently increasing the number of students graduating with an International Baccalaureate diploma. The Board subcommittees meet throughout the year to monitor both the academic and financial needs of the school. The Board and Administration monitored the school's progress in relation to the accountability plan and the Board's goals and objectives.

After eight years as the Executive Director, Kathleen Greenwood announced her retirement. We are grateful for her leadership and her commitment to supporting the mission of our school over the years. We wish her a restful and enjoyable retirement. The Board of Trustees appointed Mr. Brian Haas as the next Executive Director. We look forward to working with Mr. Haas to continue the Abby Kelley Foster's academic success and lead the school into the next phase of our charter.

We look forward to another exciting and productive school year in 2015-2016 and with your help we will continue our mission to provide every student the foundation needed for a lifetime of learning and success.

Sincerely,

Heidi Paluk, Chair
Board of Trustees

The End of a Journey at AKF
Published in Veni Vidi Vici Volume 4, Issue 2
Spring 2015

It is with a heavy heart that I have announced my retirement from Abby Kelley Foster Charter Public School effective June 30, 2015. My eleven years here at Abby Kelley as a Teacher, Middle/High School Principal and Executive Director have been challenging and very rewarding. As a seasoned educator, I have teamed with my administrators to build a staff and culture in our school that has a goal of academic excellence for every student. Our partnerships with families are ones that will leave memorable impressions in our hearts forever. The success and growth that we have all accomplished together to make our school one that people know and admire in the Worcester community is an accomplishment that we should all be very proud of. Any new charter school has growing pains as it finds its way along the road to success, but we weathered them well together, and now have a school that is strong and ready to face more challenges of the future as we embrace the implementation of 21st century learning skills.

As I face my final days as leader of this fine school, I am so proud to have served the students, families and staff for the last eleven years. As each graduate approaches me on the stage at graduation I look at them, congratulate them, and think “job well done” to the staff and to the families. They leave us ready to face the unforeseeable days ahead as a well rounded citizen.

I wish you all good health, happiness and continued success.

Respectfully yours,

Kathleen M. Greenwood
Executive Director

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 amend the school's charter during the 2014-2015 school year.

DISSEMINATION EFFORTS

As part of our commitment to academic excellence, Abby Kelley Foster collaborated with Teachers 21 to evaluate the school's math curriculum, provide targeted math professional development and assist in the selection of a new math curriculum. As part of our efforts to improve math instruction, teachers and administrators collaborated with Dr. Christine Moynihan, a consultant from Teachers 21 to author *Common Core Sense: Tapping the Power of the Mathematical Practice*. Dr. Moynihan's book is available for purchase. We have worked hard to incorporate Dr. Moynihan recommendations and techniques into our instructional practices and look forward to our continued partnership.

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 the development and implementation of the International Baccalaureate Programme.

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

In accordance with the school's charter and strategic plan the music department continued to expand our school's presence in 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.

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.

Abby Kelley Foster Charter Public School is currently a level 1 school, which is the highest performance level a school or district can be assigned. A level 1 school is meeting the proficiency goals established by the state.

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/reportcard/rc.aspx?linkid=37&orgcode=04450105&fycode=2014&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, and 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 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 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 151 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.

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 2015-2016 school year. (Appendix F)

TEACHER EVALUATION

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

Abby Kelley Foster Charter Public School

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

Year Ended June 30, 2015

Operating Revenues:

Revenue from State Sources	\$	17,488,037
State Grants	\$	29,275
Revenue from Federal Sources	\$	898,490
Meal Program Revenues	\$	625,584
Other Revenues	\$	<u>46,944</u>

Total Operating Revenues \$ **19,088,330**

Operating Expenses:

Administration	\$	1,086,857
Instructional Services	\$	9,704,735
Other Pupil Services	\$	2,139,250
Operation and Maintenance of Plant	\$	2,877,014
Benefits and other Fixed Charges	\$	<u>1,864,065</u>

Total Operating Expenses \$ **17,671,921**

Operating Income \$ **1,416,408**

Non-Operating Revenue/(Expenses):

Interest Income	\$	19,930
Interest Expense	\$	(978,309)
Letter of Credit Fee	\$	(15,000)
Change in FMV of Hedging Instrument	\$	-
Total Non-Operating Revenue/(Expenses)	\$	<u>(973,379)</u>

Change in Net Assets \$ **443,029**

Abby Kelley Foster Charter Public School

Statement of Net Position (Unaudited)

Year Ended June 30, 2015

<u>Assets</u>	
Current Assets:	
Cash and Cash Equivalents	\$ 7,564,259
Accounts Receivable	\$ 190,874
Prepaid Expenses	\$ 82,439
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Total Current Assets	\$ 7,837,573
Fixed Assets (net of accumulated depreciation)	
Land	\$ 2,816,500
Buildings & Improvements	\$ 31,114,144
Land & Improvements	\$ 3,079,514
Musical Instruments	\$ 65
Computers and Peripherals	\$ 261,561
Text and Library	
Instructional Materials	\$ 65,144
Furniture, Fixtures & Equipment	\$ 240,602
Automobiles	\$ 814
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Total Fixed Assets	\$ 37,578,344
Other Non-Current Assets:	
Certificate of Deposit	\$ 1,519,828
Cash and Cash Equivalents	\$ 1,514,784
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Total Other Non-Current Assets	\$ 3,034,611
Total Assets	\$ 48,450,528
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<u>Liabilities and Net Assets</u>	
Current Liabilities	
Current Maturities of Long Term Debt	\$ 1,077,855
Accounts Payable	\$ 131,069
Accrued Payroll and Related Expenses	\$ 1,389,716
Other Accrued Expenses	\$ 99,473
Accrued Interest and Bond Costs	\$ 78,383
Other Current Liabilities	\$ 31,169
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Total Current Liabilities	\$ 2,807,665
Non-Current Liabilities	
Long-Term Debt (net of current maturities)	\$ 26,243,720
Hedging Instruments	\$ -
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Total Non-Current Liabilities	\$ 26,243,720
Total Liabilities	\$ 29,051,385
Net Assets	\$ 19,399,143
Total Liabilities and Net Assets	\$ 48,450,528
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Abby Kelley Foster Charter Public School

Fiscal Year 2016 Operating Budget

Operating Revenues:	
Revenue from State Sources	\$ 17,834,335
State Grants	\$ 29,275
Revenue from Federal Sources	\$ 901,251
Meal Program Revenues	\$ 687,646
Other Revenues	\$ 145,500
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Total Operating Revenues	\$ 19,598,007
 Operating Expenses:	
Administration	\$ 1,181,668
Instructional Services	\$ 10,102,543
Other Pupil Services	\$ 2,245,087
Operation and Maintenance of Plant	\$ 2,916,745
Benefits and other Fixed Charges	\$ 1,975,245
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Total Operating Expenses	\$ 18,421,288
 Non-Operating Revenue/(Expenses):	
Interest Income	\$ 20,000
Bond Interest Expense	\$ (940,000)
Other Non-Operating Expenses	\$ (15,000)
	<hr/>
Total Non-Operating Revenue/(Expenses)	\$ (935,000)
 Change in Net Assets	 \$ 241,719
 <u>Capital Outlay and Debt Repayment:</u>	
Text/Library Books	\$ 15,128
Furniture & Fixtures	\$ -
Information Technology	\$ 83,750
Building/Property Improvements	\$ 105,000
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Total Capital Outlay	\$ 203,878
 Bond Principal	 \$ 1,077,855
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Total Debt Service	\$ 1,077,855
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Total Capital Outlay and Debt Repayment	\$ 1,281,733
 <u>Cash Basis:</u>	
Net Income from Operations	\$ 1,176,719
Net Non-Operating Revenue/ (Expense)	\$ (935,000)
Non-Cash Depreciation	\$ 1,332,790
Cash From Operations	\$ 1,574,509
Capital Outlay & Debt Repayment	\$ 1,281,733
Cash added to/used from Surplus	\$ 292,776
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Approved and accepted by vote of Board of Trustees April 15, 2015

Abby Kelley Foster Charter Public School

Estimated 10 Year Capital Plan- revised April 2015

Location	Project Description	Estimated Cost
Elem. School	Student Restrooms - renovations to include new plumbing fixtures, flooring and wall tiles.	\$ 240,000
Elem. School	Lighting Retrofit - to change old T12 lighting to new energy efficient LED.	\$ 75,000
Elem. School	Upgrade fire alarm - current connection often fails	\$ 8,000
High School	New tilt skillet - Includes installation	\$ 25,000
High School	Replace floor in corridor - A Building	\$ 35,000
Middle School	Plumbing segregation - existing system requires lengthy shutdowns and pose flood potential.	\$ 25,000
Middle School	Electrical Upgrade. Current panels are in poor condition and many areas at their maximum power limits.	\$ 100,000
Middle School	Renovate 2nd floor staff bathrooms fixtures and toilet partitions beyond repair.	\$ 100,000
Middle School	HVAC/Air Movement/Window Replacement - existing windows are single pane and not operational. (257 units)	\$ 2,525,000
Middle School	Masonry repairs - Middle school sidewalk and handicap ramp.	\$ 10,000
System - Wide	Security Cameras & Equipment. Surveillance for public areas. Annual allowance.	\$ 30,000
System - Wide	Resurface all epoxy floor surfaces - All buildings	\$ 40,000
System - Wide	Asbestos Abatement - Removal and encapsulation as needed.	\$ 20,000
System - Wide	Lock replacement - expand HS locking system to middle and elementary schools.	\$ 20,000
System - Wide	Equipment replacement Annual replacement of maintenance and custodial equipment.	\$ 60,000
System - Wide	Furniture replacement. Annual furniture replacement program.	\$ 495,000
System - Wide	Play structure repairs. Identified during inspection.	\$ 10,000
System - Wide	Grease trap replacement - (2) Existing units worn and ready to leak.	\$ 6,000
System - Wide	Life Safety Improvements (fire alarms, doors, etc)	\$ 80,000
	Total 10 Year Estimated Capital Plan- Building & Grounds	\$ 3,904,000

Appendix A

Accountability Plan Evidence 2014-15

In the template below, list each objective and measure contained in the school's current 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 2014-2015 school year. Please submit Appendix A as a Word document.

Faithfulness to Charter

	2014-2015 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	90% of the students participating in the IB Programme scored a 3 or higher on their IB assessment. In addition 10 students in the class of 2015 earned a full IB diploma.
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 2015 was accepted to a two or four year university. 77% of the Class of 2014 indicated enrollment for the fall 2015 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	97% 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	90% 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	Met	40% of the middle and high school students participated in a

performance group, with 100% of those students performing in at least 2 school wide events annually.		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 2015 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	91% 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

The AKFCPS formal enrollment campaign began in October and concluded in January. The school accepted applications for Kindergarten through Grade 6 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 led 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

2015 – 2016

School Name: Abby Kelley Foster Charter Public School

Date: July 26, 2015

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 2015-2016 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school accepted 117 Kindergarten students for the upcoming school year with the following demographics:

- 41 % Siblings of currently enrolled students
- 15% Special education students
- 69% Second language spoken at home (47% African Dialectic e.g. Ga, Twi)
- 36% Enrolled from Worcester Public Schools
- 28% from Head Start Program
- 9% from YMCA/Guild of Worcester
- 15% from area private schools/daycare centers
- 12% no prior schooling

The Special Education collaborates 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 and Bay State Parent (September-January)
- Enrollment Announcement (open house dates and deadlines) will be provided to interested parties.
- Monthly Kindergarten Open Houses October-January
- Parent Information Sessions (October and December)
- Established an enrollment hotline
- The school will collaborate with local colleges and universities (Assumption College and WPI) to hire interns to work with our families and provide them with access to community resources including special education services.
- The school will work with the school counselors to host parent meetings to educate our regarding community resources.

- 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.

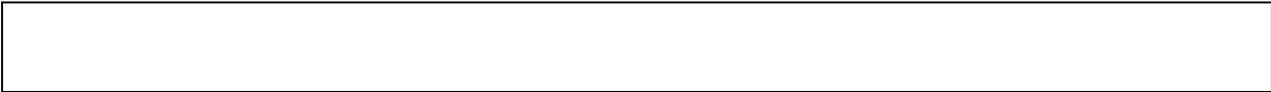
Recruitment Plan –Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
Demographic Group	Strategies
Special education students	<ul style="list-style-type: none"> • All enrollment material will include a statement that “children with special needs are welcome at our 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 Kindergarten Home Language survey, 69% of the families reported that a second language is spoken at home, with the majority of those families speaking an African Dialectic • 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 of Central MA 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"> • 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. • 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 1-6 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.

Students at risk of dropping out of school	<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 2015-2016

Please provide a brief narrative report on implementation of retention strategies from last year's plan.
<p style="text-align: center;">Implementation Summary:</p> <p>Abby Kelley Foster Charter Public School completed a four month enrollment campaign for the 2015-2016 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</p> <p>Abby Kelley Foster's current retention rate is 95.7% and has remained steady throughout the 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.</p> <p>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.</p> <p>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 including football. However, the school cannot accommodate the vocational program many parents and students are seeking.</p>



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 <u>each</u> 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 Rediker 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>

<p>Students eligible for free or reduced lunch</p>	<p>The school will host parent information and literacy nights over the course of the school year. The school will provide families with information regarding community resources including the multicultural wellness center programs.</p>
<p>Students who are sub-proficient</p>	<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. The school will offer MCAS assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>
<p>Students at risk of dropping out of school</p>	<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>Students who have dropped out of school</p>	<p>N/A</p>
<p>Other subgroups of students who should be targeted to eliminate the achievement gap</p>	<p>The school will continue to implement a K-12 action plan to improve student performance on both internal and external assessments.</p>

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.

Example: Abby Kelley Foster Charter School's school report card link would be as follows:

<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	608	42.6
Asian	61	4.2
Hispanic	350	24.5
Native American	1	0.1
White	357	25.0
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	48	3.4
Special education	151	10.6
Limited English proficient	101	7.1
Economically Disadvantaged*	427	30.5
Low Income/Free and Reduced Lunch 2014-2015 school year	869	61

*2014-2015 is the first year for which the category Ecumenically Disadvantaged is being reported, replacing Low Income, Free and Reduced Lunch categories

ADMINISTRATIVE ROSTER FOR THE 2014-2015 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	June 30, 2015 Retired
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 2014-2015 SCHOOL YEAR				
	Number as of the last day of the 2014-2015 school year	Departures during the 2014-2015 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	123	2	4	2 teacher contracts were not renewed due to performance. 1 teacher resigned during the school year. 1 teacher resigned during the school year to move out of state. 2 teachers opted to not renew their contracts at the end of the school year.

Other Staff	41	0	0	
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BOARD MEMBERS FOR THE 2014-15 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
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	0	9/26/2013-6/30/2016
Alexis Travis	Member	Education	0	12/1/2014-6/30/2017
James Walsh	Member	Facilities Finance	2	12/6/2005-6/30/2009 7/1/2009-6/30/2012 7/1/2012-6/30/2016

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	Anne McColgan
English Language Learner Director	Kayla Harshaw

*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

APPENDIX F ORGANIZATION CHART

