

Abby Kelley Foster Charter Public School

2018-2019

Annual Report

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TABLE OF CONTENTS

Introduction to the School	3
FAITHFULNESS TO CHARTER	
● Mission and Key Design Elements	4
● Amendments to the Charter	4
● Dissemination Efforts	5
ACADEMIC PROGRAM SUCCESS	
● Student Performance	6
● Program Delivery	6
ORGANIZATION VIABILITY	
● Organization Structure	6
● Teacher Evaluation	6
● Statement of Revenues, Expenses and Change in net position	7
● Statement of Net Position	8
● FY2020 Operating Budget	9
● Capital Plan	10
ADDITIONAL INFORMATION	
● Accountability Plan	11
● Recruitment and Retention Plan	14
● School and Student Data	23
● Additional Required Information	25
● Organization Chart	27

<i>Name of School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Worcester
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Auburn, Oxford, Leicester, Millbury, Shrewsbury, Sutton, W.Boylston, Worcester
Year Opened	98	Year(s) the Charter was Renewed (if applicable)	03, 07,13, 18
Maximum Enrollment	1426	Enrollment as of June 30, 2019	1426
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year	180	Students on Waitlist as of ()	642
School Hours	ES 830-3, MS 7:25-2:10, HS 7:25-2:10	Age of School as of 2018-2019 School Year	21
<p>Mission Statement: The mission of the AKFCPS 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, aimed at academic excellence, musical competence and character formation.</p>			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

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.

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.

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 amended the school enrollment policy and accountability plan during the school year.

ACCESS AND EQUITY

The school's in-school suspension and out of school suspension rates are below the state average. The discipline code has remained consistent throughout the term of our charter.

<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&>

2017-18 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1440	35	0.2	2.4	0.0
EL	154	3	0	0	0.0
Economically Disadvantaged	647	18	0.3	2.8	0.0
Students with Disabilities	189	9	1.1	4.8	0.0
High Needs	821	23	0.4	2.8	0.0
Female	769	15	0.1	2.0	0.0
Male	671	20	0.3	3.0	0.0
American Indian or Alaska Native	2	0	0	0	0.0
Asian	58	0	0	0	0.0
African American/Black	716	13	0.1	1.8	0.0
Hispanic/Latino	326	12	0.0	3.7	0.0
Multi-race, Non-Hispanic/Latino	40	1	0	0	0.0
Native Hawaiian or Pacific Islander	2	0	0	0	0.0
White	296	9	0.3	0	0.0

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Musical Competence	Performance	Greg Shannon, Music Director	USS New Jersey, Franklin Institute, Drexel University	Faculty and students shared performances during April break at various historical sites and participated in a music clinic at Drexel University.
Musical Competence	Professional Development	Greg Shannon, Music Director	Boston University	Co-Teaching a summer course entitled: Empowering Songs: Social Justice Through Music and Art
Academic Performance	Professional Development (MA Elementary Principals Association)	Amy Emma, Elementary School Principal	Central MA school administrators.	The elementary school principal continues to shared best practices regarding supports for diverse learners through the response to intervention model.
Academic Performance	Guild of International Baccalaureate Schools	Kelly Davila, IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including biology and math.

ACADEMIC PROGRAM SUCCESS

STUDENT PERFORMANCE

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 website](#) link and click the Accountability tab or by clicking on link below.

<http://profiles.doe.mass.edu/reportcard/SchoolReportCardOverview.aspx?linkid=105&orgcode=04450105&fycode=2016&orgtypecode=6&>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2018	2018	2018
Not requiring assistance or intervention	Found here: http://profiles.doe.mass.edu/statereport/accountability.aspx	Meeting 59 percent of Improvement targets

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 2019-2020 school year.

- See Appendix D

TEACHER EVALUATION

Abby Kelley Foster Charter Public School continues to implement the Massachusetts Model System of Educator Evaluation.

Abby Kelley Foster Charter Public School
Statement of Revenues, Expenses and Changes in Net Position
For the year ended June 30, 2019 (unaudited)

Operating Revenue:

Per-Pupil Tuition	\$	17,442,833
In-Kind Pension	\$	1,599,470
Per-pupil transportation	\$	1,158,029
Grants - Government	\$	1,105,335
Other	\$	683,404
Program specific grants - private	\$	49,865
Total Operating Revenue	\$	<u>22,038,936</u>

Operating Expenses:

Personnel and related costs:

Salaries	\$	11,356,760
Payroll taxes and benefits	\$	2,053,837
In-kind Pension	\$	1,599,470
Staff Development	\$	117,677
Total Personnel and related costs	\$	<u>15,127,743</u>

Direct Student Costs:

Student Transportation	\$	1,247,601
Food Services	\$	444,666
Contracted Services	\$	355,947
Instructional Software and Equipment	\$	208,090
Office and classroom supplies	\$	206,119
Other Student Activities	\$	174,925
Total Direct Student Costs	\$	<u>2,637,348</u>

Occupancy:

Interest	\$	822,480
Utilities	\$	717,245
Facility Maintenance	\$	595,117
Insurance	\$	139,707
Environmental Costs	\$	131,594
Equipment Lease	\$	79,230
Other	\$	1,297
Total Occupancy Costs	\$	<u>2,486,670</u>

Other Operating Expenses:

Professional Services	\$	265,633
Contracted Services	\$	87,058
Other	\$	43,927
Dues and Subscriptions	\$	32,096
Printing and Postage	\$	18,715
Meetings and travel	\$	11,635
Advertising	\$	3,442
Total Other Operating Expenses	\$	<u>462,507</u>

Depreciation

\$ 1,492,115

Total Operating Expenses \$ 22,206,383

General Revenue:

Interest income	\$	74,642
Gain on disposal	\$	-
Total General revenue	\$	<u>74,642</u>

Changes in net position \$ (92,805)

Net Position:

Beginning of Year	\$	<u>20,425,771</u>
End of Year	\$	<u><u>20,332,966</u></u>

Abby Kelley Foster Charter Public School
Statement of Net Position (Unaudited)
June 30, 2019

Current Assets:

Cash and Cash Equivalents	\$	1,797,468
Current portion of restricted cash	\$	4,056,494
Accounts Receivable	\$	1,916,591
Prepaid Expenses and other assets	\$	<u>227,231</u>

Total Current Assets \$ 7,997,784

Non-Current Assets:

Capital Assets, net	\$	<u>36,965,851</u>
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Total Non-Current Assets \$ 36,965,851

Total Assets \$ 44,963,635

Current Liabilities

Current portion of bonds payable	\$	1,239,166
Accounts Payable and accrued expenses	\$	<u>1,831,936</u>

Total Current Liabilities \$ 3,071,103

Bonds Payable, net \$ 21,559,567

Total Liabilities \$ 24,630,669

Net Position:

Unrestricted	\$	2,109,354
Invested in capital, net	\$	<u>18,223,612</u>

Total net position \$ 20,332,966

Total liabilities and net position \$ 44,963,635

**Abby Kelley Foster Charter Public School
Operating Budget
Fiscal Year 2020**

Operating Revenue:

Per-Pupil Tuition	\$	18,125,536
Per-pupil transportation	\$	1,173,781
Grants - Government	\$	1,510,521
Other	\$	193,000
Program specific grants - private	\$	40,000
Total Operating Revenue	\$	<u>21,042,838</u>

Operating Expenses:

Personnel and related costs:

Salaries	\$	12,092,718
Payroll taxes and benefits	\$	2,174,174
Staff Development	\$	126,600
Total Personnel and related costs	\$	<u>14,393,492</u>

Direct Student Costs:

Student Transportation	\$	1,293,107
Food Services	\$	430,000
Office and classroom supplies	\$	244,700
Instructional Software and Equipment	\$	207,195
Other Student Activities	\$	192,884
Contracted Services	\$	185,000
Total Student Costs	\$	<u>2,552,886</u>

Occupancy:

Interest	\$	778,036
Utilities	\$	735,747
Facility Maintenance	\$	427,215
Insurance	\$	139,838
Equipment Lease	\$	80,000
Environmental Costs	\$	13,000
Total Occupancy Costs	\$	<u>2,173,835</u>

Other Operating Costs:

Contracted Services	\$	141,100
Meetings and travel	\$	43,750
Professional Services	\$	32,000
Dues and Subscriptions	\$	31,052
Other	\$	13,150
Advertising	\$	11,400
Printing and Postage	\$	7,500
Total Other Operating Costs	\$	<u>279,952</u>

Depreciation	\$	<u>1,500,000</u>
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Total Operating Expenses	\$	<u>20,900,165</u>
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General Revenue:

Interest income	\$	50,000
Gain on disposal	\$	-
Total General revenue	\$	<u>50,000</u>

Changes in net position	\$	192,673
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Net Position:

Beginning of Year	\$	20,332,966
End of Year	\$	<u>20,525,639</u>

Abby Kelley Foster Charter Public School Estimated 10 Year Capital Plan - FY2019 thru FY2027		
Location	Project Description	
High School	Boiler Replacement - Replace and reposition three boilers in the high school.	\$ 150,000
High School	Fire Suppression Supply - Extend underground water supply to new feed.	\$ 100,000
Elem & Mid School	Primary Electrical Services (2) - New electrical service is needed for both buildings.	\$ 2,000,000
Middle School	Exterior Stairwell Drain - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	Sidewalk Repair - Rebuild or replace failing sidewalk	\$ 50,000
Middle School	Plumbing - Enhance and segregation of plumbing.	\$ 100,000
Grounds	Seal Coat & Re-line - All parking lots and driveways	\$ 50,000
High School	Epoxy Flooring - Resurface epoxy flooring in kitchen	\$ 30,000
Middle School	HVAC Upgrade - Enhance HVAC for climate control.	\$ 2,500,000
All Buildings	Security Camera Installation - Installation of security cameras throughout buildings and grounds.	\$ 120,000
Elementary School	Lighting Retrofit - Change current T12 lighting to T8, T5 or LED.	\$ 75,000
System - Wide	Furniture Replacement - Annual allotment to replace one grade of classroom furniture per year.	\$ 650,000
System - Wide	Equipment Replacement - Annual allotment for replacement of maintenance and custodial equipment.	\$ 100,000
System - Wide	Life Safety Improvements - 1 annual; Allotment - improvement to existing life safety systems. Detection, suppression, etc.	\$ 200,000
	Total 10 Year Estimated Capital Plan- Building & Grounds	\$ 6,165,000

Appendix A

In the template below, list each objective and measure contained in the school's **current and approved** Accountability Plan. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure, and provide data or other evidence supporting the statement. Schools that did not make progress toward reaching their measures should include an explanation of why this was the case and what the school is doing to attain these measures in the coming year. Please remember the target audience is the general public; please avoid using jargon or acronyms when providing evidence. If needed, please attach any additional evidence to explain performance after this template as a part of Appendix A. Evidence should reflect performance during the 2018-2019 school year.

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme		
Measure: 70% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	93% of the 12 students participating in the IB Programme scored a 3 or higher on their IB assessment. Documentation provided by the International Baccalaureate Organization included exams for grade 12 students. IB coordinator maintains final records.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings held monthly are using backward design to ensure lower grades are aligning the curriculum to ensure background information and skill developed align with the IB program requirements. Department meeting notes and attendance are collected by the IB coordinator.
Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	118 teachers and administrators attended two or more professional development sessions in their subject matter totaling \$91,300. Maintenance, food services and administrative support staff are not included in the data collection. Documentation by the curriculum coordinators and business office.
Measure: Over the course of the charter term, 50% of the core teachers in Grades 8-10 will be trained in the IB method.	Partially Met	Five teachers in grades 8-10 and three administrators attended IB training sessions in their subject areas and the middle years program during the 18-19 school year. Sessions were held in California, Florida and Colorado.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Partially Met	100% of the teachers in grades 8-10 were subject to three observations and lesson plan reviews regarding the IB approaches

		to learning. Of that number, the IB coordinator focused on grade 10 with 85% of the teachers in Grade 10 successfully implementing the IB instructional method. Final teacher evaluations and observations are documented in TeachPoint.
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participating in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment. Student performances included IB assessments are maintained by the music director.
Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Met	90% of the choir traveled to Philadelphia's historical sites to perform. Music performances included: Nutcracker, Rainers, Bravehearts, Worcester Youth Orchestra. Documentation is maintained by the music director.

	2018-2019 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.		
Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.	Partially Met	98% of the elementary parents reported that AKF supports them as partners in their child's education with 36% of the parents responding to the survey. Documentation is collected on survey monkey and maintained by the ES principal.
Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.	Met	83% of the parents of middle school students who were nominated for character education awards attended the character education breakfast. Attendance sheets collected as parents signed in are maintained in the MS front office.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	Met	61% of the high school parents attended one of the information sessions hosted by the guidance and/or IB department. Documentation is collected by the guidance department.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.		
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	Met	The class of 2019 completed the required 50 hours of community service. Documentation is collected by the guidance department.

Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Met	The elementary and middle school coordinated community service activities to support the Worcester County Food Bank, Operation Gratitude and Earth Day cleanup with our neighbor Saint Gobain. Classroom teaches maintain documentation regarding community services projects and published in the school newsletters.
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to intervention model and/or co-teaching model.	Met	The Elementary Principal met monthly with the principal of Nelson Place (WPS) to coordinate RTI programming and supports.. Documentation maintained by the ES principal..
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.	Met	The high school IB teachers attended 8 GIBS round table meetings during the 18-19 school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS regional IB Coordinators meeting on October 5, 2019. Documentation maintained by the IB coordinator.

Appendix B

As defined in MGL c. 71 § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a recruitment and retention plan which is updated annually. In developing the recruitment and retention plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](#).

“A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department” (603 CMR 1.05(1)).” The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, free lunch, and reduced-price lunch students¹, as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school’s recruitment strategies must include a variety of outreach efforts in the most prevalent languages of the district.

Please note that if the school’s Recruitment and Retention Plan is not approved by December 31st, 2019, it will be reflected in future ratings of Criteria 2: Access and Equity.

Resources:

Schools must use the Charter Analysis and Review Tool (CHART) (<http://www.doe.mass.edu/charter/finance/chart/>) to successfully create the Recruitment and Retention Plan.

The Department has created a Compendium of Recruitment Strategies to assist schools when creating Recruitment and Retention Plans. Please see: <http://www.doe.mass.edu/charter/sped/default.html>

Please contact your school’s liaison if you require assistance with the CHART tool or the creation of the Recruitment and Retention Plan.

¹ Please note: The Department uses the metric called Economically Disadvantaged. Please see here for information: <http://www.doe.mass.edu/infoservices/data/ed.html>

School Name: Abby Kelley Foster Charter Public School

2018-2019 Implementation Summary:

The school has approximately 120 seats available annually for students entering kindergarten. The school admitted 120 students both siblings and residents for the upcoming school year school year. Kindergarteners are not immediately identified as special education students unless the school received an IEP from the previous school. Ten percent of the incoming Kindergarten class have an individualized education program. Students will be ACCESS tested based on the results of the home language survey in the fall.

Abby Kelley Foster Charter Public School enrollment campaign for the 2019-2020 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 120 Kindergarten students for the upcoming school year with the following demographics:

- 30% of the students enrolled were siblings of currently enrolled students.
- 98% are Worcester residents.
- 65% attended Worcester public and/or Head Start preschool programs
- 22% attended area daycare and/or private preschool programs

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

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

General Recruitment Activities for 2019-2020:

General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in January annually.
- Applications for grades K-6 are available on the school's website.
- The enrollment coordinator assists families with the application.
- The school implemented an online application in order to simplify the application process.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in each of the school newsletters.
- Enrollment Announcement (open house dates and deadlines) were published in the Telegram and Gazette and Bay State Parent (September-January)
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Monthly Kindergarten Open Houses October-January
- Parent Information Sessions (October-January)
- Established an enrollment hotline for parents to contact the school with enrollment questions.
- The school collaborates with the Assumption College School Counseling Program to hire interns to work with our families and provide them with access to community resources including special education services and language support.

- The enrollment office collaborates with the school counselor, special education director and ELL coordinator to host parent meetings to educate our families regarding community resources.

Directions for creating deliberate, specific strategies for the Recruitment Plan:

1. Look at CHART: <http://www.doe.mass.edu/charter/finance/chart/>.
2. Review your school's subgroup enrollment in CHART. Please pay particular attention to the enrollment of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.
3. Determine for which of the above subgroups the charter school enrolls a comparable population (meaning the charter school rates of enrollment of the subgroup is at or above the comparison index (CI) OR meeting the gap narrowing target (GNT)) **and** for what subgroups the school *falls below* the comparison index and is below the gap narrowing target.
4. In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.
 - a. In the CHART data column (a), fill in the most recent CHART data² for the school and choose the appropriate words to complete the sentence below based on the data.
 - b. In the "Continued 2018-2019 Strategies" section (b), copy and paste the previous year's recruitment strategies in list form. **If CHART shows that the school enrolls a subgroup population above the CI or meeting the GNT:** In the "Continued 2018-2019 Strategies" section, check the box, "Met GNT/CI: no enhanced/additional strategies needed". The school does not need to complete the "2019-2020 Additional Strategies" below, but may add strategies if the school believes it is necessary to maintain enrollment numbers.
 - c. **If CHART shows that the school does not enroll a subgroup population above the CI and is not meeting the GNT:** In the "2019-2020 Additional Strategies" section (c), check the box, "Did not meet GNT/CI: additional and/or enhanced strategies needed". Then, please list enhanced or additional recruitment strategies to attract and enroll a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Also, include how long the school expects each strategy to take to show an increase in enrollment for this subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.
5. For rows labeled (d) – (g) "Continued 2018-2019 Strategies" (for additional subgroups), copy and paste the previously approved recruitment strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap from the last approved Annual Report. Please add any additional strategies the school will use in 2019-2020 in sections marked Additional Strategy(ies).

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

² <http://www.doe.mass.edu/charter/finance/chart/>

Recruitment Plan –Strategies 2019-2020

List strategies for recruitment activities for each demographic group.

(a) CHART data

School percentage:
12 %
GNT percentage:12.5 %
CI percentage: 13.2%

The school is below
GNT percentages and
below CI percentages

(b) 2018-2019 Strategies

- Met GNT/CI: no enhanced/additional strategies needed
 - The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants regarding the school’s special education program.
 - The Special Education Director will collaborate with the speech and language pathologist and Assistant Special Education Director to provide kindergarten applicants with information regarding the school’s speech and language programs.
 - The Special Education Director will collaborate with French River Education Center to share admissions information and related services.
 - The Special Education Director will consult with Assumption College’s Counseling program regarding supporting the city’s high needs population.
 - The Special Education Director will consult with the school’s outside service providers (psychologists, related services providers) regarding the school’s enrollment process.
 - The Special Education Director will meet with members of the Worcester Regional Resource Bureau to provide enrollment information for Worcester families. The WRRB hosts community events monthly throughout the city.
 - The Special Education Director will meet weekly with the Director of the Multicultural Wellness Center to provide enrollment information for families with who children with a disability.
 - The Special Education Director will meet at least monthly with the external affairs contacts from the United Way of Central Massachusetts and the Worcester Department of Public Health, Girls Inc, and Assumption College School of Counseling to provide families with programmatic information.
 - The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability.
 - The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
 - The enrollment office will provide families with information regarding the school’s special education program.
 - The Special Education Director will review the special education programs with interested families as requested.

(c) 2019-2020 Additional Strategy(ies), if needed

- Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.
The special education department will continue to be present for parent information sessions to educate parents regarding our programs.

<p>(a) CHART data</p> <p>School percentage: 9.9 %</p> <p>GNT percentage: 11.1%</p> <p>CI percentage:15.8 %</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● The English Language Learner (ELL) Coordinator will collaborate with the Enrollment office to participate in the open house sessions. ● The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. ● The ELL Coordinator will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as ELL. ● The Enrollment Office will ensure that translated information available to families. ● Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English language learners services within the school and the community. ● 63.7% of the families have indicated that English is not their first language. ● The Enrollment Office will share enrollment information to the following community organizations: <ol style="list-style-type: none"> 1. Multi-Cultural Wellness Center 2. United Way of Central MA 3. Girls Inc ● The ELL Coordinator will host an enrollment information session for parents of interested students and share enrollment information to preschools located in areas where English is not the primary language. ● The school will provide information on the school’s website regarding the ELL program with applications available in Spanish <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> ● The school will have applications available in Arabic for 18-19 enrollment campaign. ● The percentage of students in the first language is not English has increased from 26% in 2016 to 63.7% in 2019. The strategies listed above are having an impact on our enrollment statistics. The school will continue to use the strategies listed for the upcoming school year.

<p>(a) CHART data</p> <p>School percentage: 37.7%</p> <p>GNT percentage:34.5%</p> <p>CI percentage: 36.5</p> <p>The school is <u>above</u> GNT percentages</p>	<p>(b) 2018-2019 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> ● Abby Kelley Foster will provide enrollment information to area preschool programs including open house dates and application deadlines including but not limited to programs in the school’s geographical area. ● The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. ● The school will provide enrollment information to ArtReach a before and after school program for Worcester public school families ● The Special Education Director will coordinate with the after school program to host a parent information session. <p>(c) 2018-2019 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● Abby Kelley Foster Charter Public School will continue to collaborate with the Worcester Regional Research Bureau to review Worcester Public School demographic information. ● Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. ● The Special Education Director and ELL Coordinator will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2018-2019 Strategies</p> <ul style="list-style-type: none"> ● The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. ● Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. ● Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2018-2019 Retention Plan.

2018-2019 Implementation Summary:

Abby Kelley Foster's current retention rate is 96% and has remained steady throughout the years. A member of the school administration continued the practice of speaking with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer.

The enrollment coordinator meets with interested families and those who are transferring. The majoring of students transferring from Abby Kelley Foster are 8th graders. Our school cannot accommodate the vocational program many parents and students are seeking.

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

Directions for creating deliberate, specific strategies for the Retention Plan:

1. Look at CHART data: <http://www.doe.mass.edu/charter/finance/chart/>.
2. Review your school's attrition rates in CHART. Please pay particular attention to the attrition of students who are English learners, students with disabilities, and low income/economically disadvantaged students. Additionally, please pay particular attention to trends over time.
3. Calculate your school's retention rate by subtracting the "all students" attrition rate from 100. For example, if the all students 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 2019-2020 school year and record it in "Overall Student Retention Goal" below.
5. In order to fill in the template below, you must use CHART data. In the template below, the subgroups special education, English learners, and low income/economically disadvantaged are split into three sections. Follow the directions for each section below.
 - a. In the CHART data column (a), fill in the most recent CHART data³ for the school and choose the appropriate words to complete the sentence below based on the data.
 - b. In the "Continued 2018-2019 Strategies" section (b), copy and paste the previous year's retention strategies in list form.
 - c. **If CHART shows that the school has attrition rates for subgroups that fall below the third quartile:** In the "Continued 2018-2019 Strategies" section (b) check the box, "Below third quartile: no enhanced/additional strategies needed". The school does not need to complete the "2019-2020 Additional Strategies" (c) below, but may add strategies if the school believes it is necessary to maintain retention numbers.
 - d. **If CHART shows that subgroups have attrition rates above the third quartile:** In the "2019-2020 Additional Strategies" section (c), check the box, "Above the third quartile: additional and/or enhanced strategies needed". Then, below this box, please list enhanced or additional retention strategies meant to lower attrition rates. Also, include how long the school expects each strategy to take to show a decrease in CHART data for each subgroup (i.e. 1 year, 2 years). Please also note if the school collaborated with a specific local community organization to develop or implement these strategies.
 - e. 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 English learners, students with disabilities, and low income/economically disadvantaged students, etc.).

³ <http://www.doe.mass.edu/charter/finance/chart/>

6. For rows (d-g) “Continued 2018-2019 Strategies”, copy and paste previously approved retention strategies for students who are sub-proficient, students at risk of dropping out of school, students who have dropped out of school, and other subgroups of students who would be targeted to eliminate the achievement gap in list form from the last approved Annual Report. Please add any additional strategies the school will use in 2019-2020 in sections marked Additional Strategy(ies).

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

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96%

Retention Plan –2019-2020 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage: 3% Third Quartile:15.4 %</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director and/or the assistant director of special education will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child’s needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education annually.</p> <p>The special education director will meet with parents to discuss concerns and best practices for improving school communication.</p> <hr/> <p style="text-align: center;">(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 2.3% Third Quartile: 17.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The school will continue to use the school’s student information system to provide families with translated enrollment information, special education documents and school documents.</p> <p>The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request. 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>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the 2018-2019 school year. No retention strategies needed.</p>
<p>(a) CHART data</p> <p>School percentage: % Third Quartile: %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2018-2019 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs.</p> <p>(c) 2019-2020 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2018-2019 Strategies</p> <p>The school will offer all students after school tutoring for students in grades 5-12.</p> <p>The school may offer before school tutoring for students in grades K-4. High school students with an average below a seventy in a core subject will be required to attend after school sessions.</p> <p>The school will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2018-2019 Strategies</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>

	The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out.
<u>Students who have dropped out of school</u>	(f) 2018-2019 Strategies <ul style="list-style-type: none"> • N/A

Appendix C

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

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

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	692	48.5
Asian	57	4
Hispanic	314	22.0
Native American	1	0.1
White	327	22.9
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	33	2.3
Special education	176	13
Limited English proficient	103	7.2
Economically Disadvantaged	530	37.2

ADMINISTRATIVE ROSTER FOR THE 2018-2019 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Brian Haas, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2015	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Amy Puliafico, Middle School Principal	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	July 1, 2007	

	and procedure, discipline, professional development.		
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Dianne Bonaventura, Business Manager	Administers and oversees all business transactions including budget development.	July 1, 2004	July 31, 2019
Steve Donaghy, Director of Facilities	Oversees operation of the three school buildings.	July 1, 2008	December 31, 2018
John Calabresi, Director of Technology	Oversees the technology development and management system of the three school buildings.	August 1, 1998	
Mike Grennon, Director of Facilities	Oversees the operation of the three school buildings and fields	January 1, 2019	
Chris Collins	Administers and oversees all business transactions including budget development.	August 1, 2019	

TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR				
	Number as of the last day of the 2018-2019 school year	Departures during the 2018-2019 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	143	0	11	2 teachers retired at the end of the school year. 5 teacher contracts were not renewed for performance. 4 teachers resigned and accepted positions either closer to home or in their home district (salary increase)
Other Staff	62	1	1	Business Manager moved out of state at the end of the school year. Facilities Director resigned during the school year for health reasons.

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2019	8
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11
Number of board committee members who are neither trustees nor school employees during 2018-2019 school year (If not applicable, enter NA.)	N/A

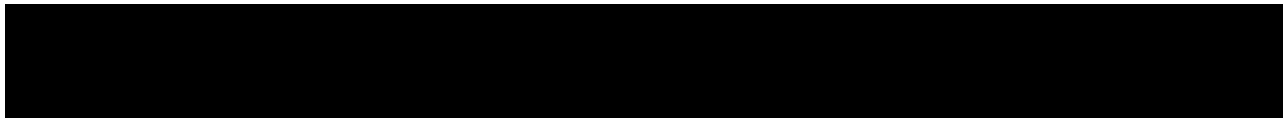
Members of the Board of Trustees for the 2018-2019 School Year

Please input the requested information listed below. Responses to 'positions on the board' should indicate if the individual is a board officer, committee officer, or ex officio trustee, such as a school leader, staff representative, parent representative, or student representative. *Ex officio trustees may or may not be voting members pursuant to the board's bylaws.*

Please make sure your records within the **Board Member Management System (BMMS)** are up-to-date with the correct status, positions, and email addresses for all trustees. Please ask your school's BMMS portal user to update this data in BMMS. School leaders or BMMS portal users can contact James DiMaio at jdimai@doe.mass.edu or 781-338-3228 for assistance.

BOARD MEMBERS FOR THE 2018-19 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	3	1/11/2011-6/30/2013 7/1/2013-6/30/2016 7/1/2016-6/30/2019
Celia Blue	Member	Education	1	9/6/2011-6/30/2014

				7/1/2014-6/30/2017 7/1/2017-6/30/2020
Alicia O'Connell	Clerk	Education	1	12/1/2014-6/30/2017 7/1/2017-6/30/2020
Patrick Royce	Treasurer	Finance Facilities	1	12/1/2014-6/30/2017 7/1/2017-6/30/2020
Randy Schmid	Member	Finance Facilities	2	9/26/2013-6/30/2016 7/1/2016-6/30/2019
Ryan Kittredge	Member	Facilities Finance	1	7/1/2016-6/30/2019
Susan Scully Hill	Member	Education	0	7/1/2017-6/30/2020
Shelley Yarnie	Member	Education	0	7/1/2017-6/30/2020



Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Heidi Paluk	hpaluk@akfcs.org	No Change
Charter School Leader	Brian Haas	bhaas@akfcs.org	No Change
Special Education Director	AnnMarie Little	amlittle@akfcs.org	No Change
MCAS Test Coordinator	Robert Kerr	rkerr@akfcs.org	No Change
SIMS Coordinator	Gretchen Folsom	gfolson@akfcs.org	No Change
English Language Learner Director	Amelie Tambolleo	atambolleo@akfcs.org	No Change
School Business Official	Chris Collins	Ccollins@akfcs.org	New
SIMS Contact	Amelie Tambolleo	atambolleo@akfcs.org	No Change

Facilities

Location	Dates of Occupancy
K-12 10 and 6 New Bond Street Worcester, MA 01606	1998-Present

Enrollment

Action	Date(s)
Student Application Deadline	January 25, 2019
Lottery	February 25, 2019

