



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

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TABLE OF CONTENTS

Education Committee Meeting Agenda-Digital Agenda

Friday, August 12, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/97096682718?pwd=RIZsSVZVc3l0dTRENjdub05peHF2dz09>

Meeting ID: 970 9668 2718 Passcode: 024943

By phone: +1 929 205 6099 Meeting ID: 970 9668 2718

I.	Education Committee Meeting Agenda 08.12.22	Page 1
II.	Education Committee Minutes 06.10.22	Page 2-5
III.	Charter Renewal Application	Page 6-36
IV.	Accountability Plan	Page 37-62
V.	Annual Report	Page 63-70
VI.	Student Opportunity Act	Page 71-84



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- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the June 10, 2022, Meeting Minutes
 - a. **Motion:** To approve the June 10, 2022, Meeting Minutes
- IV. DESE Documents
 - a. Charter Renewal Application
 - b. Accountability Plan
 - c. Annual Report
 - d. Student Opportunity Act (SOA)
- V. Charter Renewal Site Visit
- VI. Opening of School
 - a. Elementary School- Ms. Kelly Gould
 - b. Middle School- Ms. Shelly Hinds
 - c. High School- Mr. Christopher Kursonis
- VII. Summer School- Ms. Kelly Gould
- VIII. Handbooks
- IX. Timely Topics as Identified by the Chair and/or Executive Director
- X. Upcoming Education Committee Meeting(s):
 - a. Friday, September 9, 2022
 - b. Friday, October 14, 2022
- XI. Adjournment

APPROVED

08.09.22 4:00 pm
City of Worcester, MA



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Education Committee Meeting Minutes-DRAFT

Friday, June 10, 2022 8:00 a.m.

<https://akfcs-org.zoom.us/j/91934191465?pwd=ZHB5b2pZWVJJMUwwSzIDZFdrRFZ5Zz09>

Meeting ID: 919 3419 1465 **Passcode:** 209196

By phone: +1 929 205 6099 **Meeting ID:** 919 3419 1465

The meeting was called to order by Ms. Amy Vernon, Chair, called the meeting to order at 8:05 a.m. The attendance was recorded and is attached.

The Committee reviewed the Meeting Minutes from the May 13, 2022 meeting. Ms. Vernon noted the following corrections to the minutes: the use of "charter renewal" in place of "mission amendment," a revision to the graduation requirement wording in paragraph two, and a typo correction to the IB credits. The modifications were noted and the minutes were updated and corrected.

Ms. Vernon asked for a motion to approve the May 13, 2022, meeting minutes. The motion was made by Ms. Zagabe-Ndiku and seconded by Ms. Yarnie. The minutes were approved with corrections unanimously.

iReady Year-End Score Comparison

Mr. Kerr began by stating that the results have shown progress and that they will be receiving the complete comparison reports between iReady and MCAS scores in September. It was noted that there were substantial gains in math and reading between this year and last year and that many students were able to move up one grade level or more. Ms. Vernon also noted that based on the information received, the number of students in the elementary school that were two grade levels below or more had been reduced by seventy-four percent, and the middle school saw a reduction of about forty-five percent.

Ms. Regan also noted the difference in score levels between the schools and acknowledged the work that still needs to be done. Ms. Yarnie inquired about the correlation between the pandemic and students' progression, which explained that there was a delay and that while they were not back to the 2019 Spring data, great strides have been made. It was also noted that some students are also in a sub-separate setting in a learning center. Ms. Zagabe-Ndiku inquired about any students that may have stayed behind this year, to which it was noted that there was only one student. Ms. Regan explained that the guidelines for retaining a student from DESE had changed and that based on the suggestion of DESE, there should only be extreme reasons to retain a child.

Ms. Paluk spoke on the extensive PD that would be taking place throughout the year for staff to train on new content and lessons. Ms. Zagabe-Ndiku inquired whether an evaluation would be done for the teachers after learning a new curriculum or skill to ensure that it was understood and mastered. Mr. Kerr explained that individual reports could be pulled to see how the students did. He also explained that the goals teachers set for



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themselves throughout the evaluation process are used, allowing them to see their weaknesses and strengths. It was explained that there were many ways to evaluate teachers, such as classroom evaluations which would enable them to observe the teacher and see if the curriculum was being taught correctly.

Ms. Vernon inquired about the Ready math curriculum status for the middle school. Ms. Regan explained that the middle school was part of a grant application and received funds for kindergarten to eighth-grade math instruction through DESE. They would use a personalized pathway through ready math, allowing for forty-five minutes a week for students to be engaged in their growth and development. It was also stated that students in grades three through five would use a subset of illustrative mathematics.

MCAS ELA Item Analysis

Ms. Regan began by explaining that in grades six, seven, and eight, fifty-one percent of the assessment was reading comprehension, and forty-nine percent was writing; therefore, only half of the data was back for grades six through eight. It was also noted that for grades three through five, one-third was writing, and two-thirds were on reading comprehension, so there was a stronger predictor for those grades. Mr. Kerr explained that there would not be too much information available as all the data is not back, but based on the information they have received and reviewed so far, the students are on average with the state averages. It was explained that once all data had been obtained, a clearer understanding of the scores would be provided.

Ms. Zagabe-Ndiku inquired about the number of students who applied for and received the John Abigail Adams scholarship, and it was noted that of about thirty-five students that completed the test, only one student did not qualify. It was explained that three would be updated once the results were all in. Ms. Zagabe-Ndiku also commended the work that was being done with the students as she explained that a kindergarten student was assisting a second-grade student from another institution learn to spell.

Panorama

Dr. Cole began by explaining they would be rethinking the timing of planning the surveys as different things were happening. Dr. Cole explained that the same study was being retaken, allowing for the comparison needed. Dr. Cole noted that there was an increase in all of the fields across the board, even with a slight increase amount. Dr. Cole stated that once the surveys were completed, she would begin to decipher the results and use them to evaluate anything that may be missing. Dr. Cole noted that all the data would be available in the fall.

Ms. Yarnie inquired about the incoming clinicians and where they would be coming from. Dr. Cole explained that one clinical would be coming from LMHC and servicing grades K-12 and spending two days in the elementary and middle school and one day in the high school. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance. This clinician would be able to assist with the long-term counseling needs. It was also noted that the clinicians would be for the more intense tier students. Dr. Cole also stated that they would continue working with Community Health Link as they realized that the needs of the students warranted more assistance.

Access Testing

Abby Kelley Foster Charter Public School does not discriminate on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or homelessness and all students have equal access to the general education program and the full range of any occupational/vocational education programs offered by the district.



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Ms. Cabral began by reminding everyone that ESL students take access every January and that this data was from January 2022. Ms. Cabral stated that there were two-hundred and twenty-seven students who completed the access testing this year, and of those students, thirty-six students were able to be reclassified. Ms. Cabral stated she and the ESL teachers met with the teachers to ensure success in those content areas before removing them from the service list. It was also noted that most of the incoming students were screened during kindergarten screening. It was predicted that there would be two-hundred and forty-six ESL students across the district, with fifty-seven incoming kindergarteners.

Ms. Cabral explained that DESE assigned each student a goal to be achieved in the next round of testing and that one hundred and seventy-seven students were assigned a plan. She also noted that of the students given the goal, sixty-seven of those students made progress in terms of their scores, even if not the DESE goals. Of the DESE goals, seventy-one students exceeded that goal, and four students met DESE's goal. Of the students that did not meet the plan, the scores received aligned with their literacy scores and could be tied back to remote learning and the changes now that the students are back in school. Ms. Cabral explained that she would work with DESE to create a plan to support our students and raise their literacy scores. Ms. Cabral explained that by reviewing the data, they could develop better programs for the students.

Ms. Vernon inquired about the staffing for ESL teachers, to which Ms. Cabral explained that there was one ESL teacher for each grade level in grades K through three and that there was sharing of responsibilities also. In the middle school, two ESL teachers work to cover grades four through six. It was noted that the middle school ESL teacher goes to the high school to assist as there is no set ESL teacher for the high school. Ms. Zagabe-Ndiku inquired about the average time frame it took for students to reach the level of academic proficiency and was notified that it took five to seven years for a student to reach that level. Ms. Cabral also noted that the Department of Justice had a time frame of six years in the ESL program and that most students have reached proficiency level by year four.

Charter Renewal Application Planning Process

Ms. Paluk explained that there would be a DRAFT version of the charter renewal presented to the Board of Trustees for their June 29 meeting with the right to make edits based on feedback from the Board. Ms. Paluk also spoke on some of the established goals, such as implementing the MTSS system and aligning the curriculum across the district. Ms. Paluk also explained that recruitment and retention were a focus of the school, along with enhancing the mentorship program for new teachers. It was said that the Student Opportunity Act focused on recruiting and retaining diverse staff, as this was something important to DESE.

Ms. Paluk also spoke on the engagement with families, which was a big priority of DESE, and it was explained that this work had already started but that the goal was to get the engagement to a more robust level. Ms. Yarnie noted an observation and stated that the recruitment and retention of diverse staff sections should be expanded to show that we would continue to have a necessary conversation and offer more professional development opportunities. Ms. Yarnie explained that though these things are being done, it would be an opportunity to show how we can strengthen and enhance them. It was determined that this additional information should be included in the charter renewal application.



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Planning for Next Year

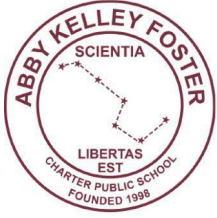
Elementary School- Ms. Gould began by explaining that classroom schedules would be changing to accommodate the new program requirements. It was also noted that suggestions had been presented for the students to have a set uniform as some of the current clothing does not allow the students the opportunity to be able to engage as much as needed due to the clothes not fitting well. Ms. Gould also explained that this would be something that would assist students who have sensory issues, and this uniform would be the same across the board.

Middle School- Ms. Regan explained that they would be working on obtaining standardized uniforms for gym classes and the dress code for the middle school. It was noted that they were considering providing shirts that could be used for PE, and families would be able to buy the shirt from the school for five dollars. Ms. Regan also noted that the new middle school principal would be starting soon and they would inform the committee of new updates once meeting with them.

High School- Mr. Kursonis spoke on adding French to the curriculum as the only additional change. It was noted that two students were interested in Latin, and twenty-two students were interested in taking French. Mr. Kerr explained that they could have all twenty-two students placed into one section, allowing for a French unit to be taught in grade nine. It was also noted that twenty students switched from taking Spanish to French, totaling forty-two students taking French. Mr. Kursonis also spoke on waiving the tie requirement, and the only additional request was to make the ties optional instead of forcing the students to wear them.

Ms. Paluk and Ms. DaVila also spoke on the IB program and informed the committee that there would be no site visit from them and that the first part of the recertification was approved.

Ms. Vernon asked for a motion to adjourn the meeting at 9:45 a.m. Ms. Zagabe-Ndiku made the motion, and Ms. Yarnie seconded the motion. The Committee voted unanimously to end the meeting.



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL
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Application for Renewal of a Public School Charter

[Heidi Paluk](#)

Executive Director

Abby Kelley Foster Charter Public School

10 New Bond Street

Worcester, MA 01606

Phone: 508.854.8400

Elementary School Fax: 508.595.0370

Middle and High School Fax: 508.854.8484

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Application Submission Date: July 31, 2022

Draft Approved by the Board of Trustees: June 29, 2022

Dear Friends:

On behalf of the Board of Trustees, we are pleased to submit this application for charter renewal. Since Abby Kelley Foster Charter Public School's inception, the Abby Kelley community has worked tirelessly to deliver the mission-based education we pride ourselves on providing. As we enter our 25th year, we continue to be strongly committed to offering a world class education, embodied in classical, liberal arts, music and character formation to each student enrolled in our district.

We are proud that we have seen exceptional success over the past five years. Academic excellence continues to be the hallmark of an Abby Kelley Foster student, with a 100% college acceptance rate to both two- and four-year institutions of higher education and a rigorous International Baccalaureate Programme at the high school level. We continue to upgrade our facilities to improve the daily experience, deliver a balanced budget, and provide a nurturing community to yield caring, civic minded graduates who use their character formation education to do well in the world.

At Abby Kelley Foster, we strive to weave the virtues of truth, honesty, perseverance, kindness, fairness, courage, respect, friendship, citizenship, and self-discipline into the fabric of our school, starting from kindergarten through 12th grade. In addition, we are striving to build a culture of diversity, equity, inclusion and a sense of belonging across the district. Moreover, character virtues are integrated into all aspects of the school day and teachers and school administrators share common behavior and academic expectations for all students. Parents and caregivers are essential partners and are encouraged and empowered to take an active role in their student's education.

The success of Abby Kelley Foster Charter Public School is due to our dedicated faculty, staff, and Board of Trustees whose work both as individuals and as a team has brought a well-rounded, rigorous educational experience to so many children. It truly takes a village. We look forward to much continued success for many years to come.

Sincerely,

Celia J. Blue

Chair, Abby Kelley Foster Charter Public School Board of Trustees

Table of Contents

Introduction to the school	
Faithfulness to Charter	
Criterion 1: Mission and Key Design Elements	
Criterion 2: Access and Equity	
Criterion 3: Compliance	
Criterion 4: Dissemination	
Academic Progress	
Criterion 5: Student Performance	
Criterion 6: Program Delivery	
Criterion 7: Culture and Family Engagement	
Organization Viability	
Criterion 8: Capacity	
Criterion 9: Governance	
Criterion 10: Finance	
Plans for the Next Five Years	
Accountability Plan Performance	
APPENDICES	
B. Statement of Assurances and Certifications	
C. Documentation of compliance with all building, health, safety, and insurance requirements.	
Up-to-date Certificate of Occupancy/Occupancy Permit/Certificate of Use and Occupancy Up-to-date Fire Inspection Certificate/Fire Department Field Inspection Report Up-to-date Building Safety Inspection/Certificate of Inspection Up-to-date Flammable Compounds and Liquids Certificate (if applicable) Up-to-date Health Inspection/Health Permit Up-to-date Insurance Certificate(s) Asbestos Inspection and Management Plan (if applicable) Lead Inspection Certification (if applicable) Lead and Copper in Schools Maintenance Checklist	
D. Board of Trustees Turnover	
E. Application Content Checklist	

<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, Wachusett Regional School District and Worcester
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2007 2013 2017
Maximum Enrollment	1,426	Current Enrollment	1,422
Chartered Grade Span	K-12	Current Grade Span	K-12
# of Instructional Days per school year	180	Students on Waitlist	565
School Hours	ES: 8:30 a.m. -3:00 p.m. MS: 7:20 a.m.-2:00 p.m. HS: 7:20 a.m.-2:00p.m.	Age of School	24
Mission Statement 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.			

Charter School Performance Criteria Relating to Faithfulness to the Charter

Criterion 1: Mission and Key Design Elements

A. Mission and Key Design Elements:

- Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme.
- Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.
- Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.
- Abby Kelley Foster Charter Public School will support parents as partners in their child's education.
- Abby Kelley Foster Charter Public School will model the school's character virtues.
- Abby Kelley Foster Charter Public 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.

Abby Kelley Foster Charter Public School continues to enhance and build upon its mission to provide students with an excellent academic program grounded in a classical liberal arts education, musical competency, and character formation. Our academic goals and expectations provide all students, regardless of ability or English language proficiency, the opportunity to achieve both academic and personal success. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. This commitment has never wavered and continues to grow each year as we assess our curriculum, hold our dedicated staff to a high accountability, provide current professional development activities, and deliver a high quality education to all students beginning in kindergarten

From the initial application to become an International Baccalaureate (IB) World School based on the founding Board of Trustees ambitious goal as stated in the original charter, the school has continuously worked to implement and expand the IB Programme in terms of both participation and course offerings. Focusing on developing the core skills and approaches of the IB program, the school designed its curriculum and instructional practices to meet the needs of a diverse population of children. The school received authorization to implement the International Baccalaureate Diploma Programme beginning in the 2010-2011 academic year. Throughout the past twelve years the school, through the Diploma Programme, continues to place an emphasis on analytical thinking and real world application through the implementation of a demanding, rigorous curriculum infused with writing skills, a global focus and understanding of differing perspectives. Recent IB results demonstrate this success with 20 of 21 students receiving their Diploma, achieving the highest scores in our schools history, and an average of 68% of all AKFCS Juniors/Seniors taking at least one IB course.

Each year, the Executive Director and Curriculum Coordinators plan annual professional development opportunities for the staff and administration of the school. In the last few years, the focus has been on Diversity, Equity and Inclusion (DEI), school safety and ALICE training, and Social Emotional Learning as we came out of CoVID. Staff and faculty are also encouraged to seek their own PD opportunities and a \$400 stipend is provided to anyone on staff to offset expenses for PD aligned with our mission, work with students, or better teaching practices. For school-wide opportunities, we consult with Subject Matter Expert, Robert Jones, on DEI and topics of Belonging, Conflict Resolution, and other appropriate timely matters. These mandatory sessions were in addition to the optional Conscious Dialogue Series, Microaggressions/Implicit Bias training, and the Book Study with all Director level leaders on *White Fragility* by Robin Diangelo. These types of activities and opportunities will continue as we strive to better equip staff at AKFCS for engaging with diverse students, families, and perspectives.

The music program at Abby Kelley Foster Public Charter School has been a cornerstone of our academic opportunities for the K-12 students we serve. Musical competency remains a priority and guiding principle of our school's mission, which continues to be supported by the Board of Trustees, Administration, parents, and the entire school community. The Music Department continues to expand partnerships with public and private organizations in Worcester County and across Central Massachusetts to offer a variety of musical experiences. The Faculty of the Abby Kelley Foster Music Department collaborates with public and private schools, institutions of higher education, local community groups, the Central Massachusetts Music Educators Association, as well as many other cultural and educational institutions to showcase the musical opportunities for its students. The General Music and Performance curriculums are continually shaped and refined to meet the needs of the 21st century learner.

Kindergarten and First grade are immersed in the *First Steps in Music* curriculum. It is designed to prepare children to become musical in three ways:

- Tuneful – to have tunes in their heads and learn to coordinate their voices to sing those tunes.
- Beatful – to feel the pulse of music and how that pulse is grouped in either 2s or 3s.

- Artful – to be moved by music in the many ways music can elicit a feelingly response.

Additionally, the curriculum integrates movement, steady beat, and expression into music from around the world. These students explore personal vocal capabilities and create expressive sounds which are used to create original songs and stories as well as using existing stories to create meaningful sound and musical expressions.

Second and Third grade begin the development of musical structures and theory. Students learn about musical notation and apply to activities in dictation, composition, and performance. These students are introduced to the Kodály method of music education. Kodaly is an approach to music education rooted in the idea that music should be a social and cultural experience. The Kodály approach to teaching music asserts that musical concepts, creativity, and collaboration are best taught in group music lessons, particularly for young children.

The Middle and High School students have a General Music and Ensemble Performance curriculum that is developed department-wide in the shadow of the International Baccalaureate (IB) program. The aims of the IB Music program are what guide Musical experiences for the students of Abby Kelley Foster Public Charter School. The General Music classes are now more encompassing and welcoming to students of all levels of creativity. Through developments in technology, students are able to engage in musical activities which encourage creativity, personal and social self-image, critical thinking, reflection, and perception more so than ever before. Far gone are the days of traditional “pen-to-paper” assignments. The Music Program continues to grow classroom offerings that will continue activities that are tactile, multifaceted, and facilitate a lifelong competency and engagement with music.

Performances are an integral part of the Music program at Abby Kelley Foster and include, but are not limited to, school musical ensembles, student groups, and musical productions. The main objective is to provide every student the opportunity to engage with and in the music making process. Students are perpetually encouraged to develop their musical creativity and curiosities through various on- and off-campus performance opportunities. Through these opportunities, students are continually encouraged to develop their skills in practical music-making and delivery, including interpretation, expression, and technical proficiency. Students present their work, and the work of others, through live performances and recordings. This past April (2022), the High School Strings Ensemble were Gold Award winners at the Statewide MICCA Competition and subsequently were invited to perform at the statewide MICCA Showcase at Mechanics Hall.

Student academic and behavior expectations must be consistently shared between the School and parents. Parents are expected and encouraged to take an active role in their child’s education and our teachers and administrators are focused on establishing and maintaining strong working relationships with our families.

Abby Kelley was selected to be part of a DESE sponsored initiative focused on Family, School, and Community Partnership (FSCP) in 2020 and used the Massachusetts Family, School, and Community Partnership Fundamentals - Version 2.0 as a framework for our self assessment. We are committed to the work to engaged families in the education of their students.

Parents have the opportunity to participate in a number of parent/community involvement activities in person prior to the pandemic and again as recently as this past spring (2022). Most events until from Fall 2020-Spring 2022 were held virtually and the attendance was usually exceptional, showing the online platform offered great convenience to families. AKFCS hosted zoom sessions with families including “*Returned-to-in-person Learning*,” “*Helping your student succeed with remote learning/Executive Functioning Skills*,” “*SEL and what it means between home and school*” and *Q&A sessions with the new Executive Director*. Throughout the last two years, nightly emails were sent to families regarding CoVID cases, health guidance, opportunities for

vaccinations, clarifications on state mandates, efforts of AKFCS to keep students and staff as healthy as possible. Parents were receptive of the necessary and current information, and frequently expressed appreciation for being kept informed throughout the pandemic. Other parent engagement activities, most which were held both in person and virtually included: Back to School Nights, Parent Teacher Organization (PTO) meetings, Parent Advisory Council, Literacy Night, Math Night, International Baccalaureate Information sessions, English Language parent nights, parent/teacher meetings, Board of Trustee meetings, and volunteering with our Watch DOGS (Dads of Great Students), Spree Day, Abby's Attic, and other school or sports programs during our the term of our charter

The School provides all parents/guardians with newsletters detailing academic programs/support services, ESSA updates via the school report card, school events, and activities. All notices are distributed to each family electronically, available on the website and posted on social media. Parents also receive report cards and progress reports for their students. School documents are translated and/or meetings interpreted into their native language by request. Significant efforts have been made during these last few years to ensure all communications are translated, including a rebuild of our website to ensure embedded translation features. When a child is enrolled, parents are provided with a home language survey that indicates native language and includes the option for documents to be translated. Parents may also opt to have certain documents (IEP, Official Letters from School) be translated on a case by case basis. The school always complies with a verbal or written request for documents to be translated or meetings to be interpreted when made by a parent. Should students or parents need translation or interpretation, Abby Kelley Foster has in-house staff willing to translate and has developed resources for languages not represented within its staff. The school contracts with outside agencies for languages we don't have in house.. The Director of English as a Second Language is responsible for implementing all translation requests.

The school's Code of Conduct clearly defines expectations for student conduct, focusing on ten character virtues: responsibility, honesty, respect, kindness, self-discipline, fairness, perseverance, friendship, trustworthiness and citizenship. Elementary and middle school students focus on a different virtue each month throughout the school year. Students are encouraged to model the character virtues in their daily actions and to develop the habits that characterize a civil society. Our strong Code of Conduct and the implementation of character education across different settings provide students with a foundation for appropriate behavior both during and after school. Character education breakfasts reward students who have modeled the appropriate character virtue of the month and frequent communications from Principals and the Executive Director refer to the Character Virtues as ways to help their student at home too. For example, we asked parents, staff and students to exhibit many of our 10 virtues such as **responsibility, honesty, respect, kindness, self-discipline** and **perseverance** as we navigated the various changes in CoVID protocols throughout these last two years.

Integrating social, emotional, and character development is a shared responsibility of the elementary and middle school staff. Teachers recognize the importance of developing the whole child. Along with academic skills, students are learning important social, emotional, physical, and behavioral skills each day as they interact with their peers and teachers. There are several ways our school strives to create a safe and supportive environment where all students feel respected and safe. Character Education is integrated into the classes throughout at the elementary and middle school and specific books are used to introduce monthly character virtues. The focus for virtue instruction may also be reflected in the lesson plans. Select students who best exemplify the monthly character virtue are recognized for a special breakfast.

The high school character education program is community service based. Unfortunately, due to the pandemic community service was interrupted and/or discontinued during the 19-20 and 20-21 school years. During the next term of Charter renewal, our Graduation requirements will continue to require fifty hours of community

service during the four years in high school. The service projects enable students to engage in positive and meaningful volunteer opportunities by giving back to the community. Students utilize the skills learned in the elementary and middle school and apply them to support organizations in the Worcester region including the Worcester County Food Bank, St. Peter's Kitchen, daycare centers, homeless shelters, and nursing homes. In addition, monthly newsletters and character education breakfasts reward students who have modeled the appropriate character virtue of the month.

B. Amendments:

Date	Amendment Requested	Approved?
1/23/22	Expanding the charter region to include the Wachusett Regional School District	yes
9/13/21	Board of Trustee by-laws	yes
10/18/2018	Enrollment Policy	yes

Criterion 2: Access and Equity

Explain successes or challenges of implementing the school's Recruitment and Retention Plan in regard to enrolling a demographically comparable population during the charter term (since July 2018). Use the [CHART - Enrollment tool](#) to access enrollment data.

Our International Baccalaureate Programme, academic expectations, dedicated staff, school culture, and committed student body are the reasons parents seek entry to Abby Kelley Foster Charter Public School. Our high school is ranked third among the 69 high schools in Central Massachusetts and in the top 4% of high schools nationwide according to recent US News and World Report Rankings.. Our academic success is often the driving force behind parents applying to Abby Kelley Foster. We have been part of the Worcester community for 24 years and now enroll children of alumni; the success they found at Abby Kelley Foster is what they want for their own children.

Abby Kelley Foster's recruitment and retention plan has been consistently implemented since July 2018. The enrollment process begins in October and concludes by March. The enrollment policy has been amended during the course of this charter term to expand enrollment opportunities for more families within our region.

We have actively recruited students from the Worcester region and applications and waitlist numbers have remained steady. The enrollment of Worcester residents continues to grow each year with ninety-two percent of our students being Worcester residents and more than 84% are non-caucasian. The Abby Kelley Foster community plays a vital role in the enrollment process. Community partnerships, consistent academic performance, and a strong presence in the region consistently generates significant applicants annually. Entry to Abby Kelley Foster Charter School primarily happens in Kindergarten. Applications consistently exceed the seats available and include a waitlist for students in grade 1-6. Seats become available in the upper grades, if a student withdraws during the school year. However, the number of available seats in grades one through six is limited and openings are typically filled by siblings.

The number of special education and English learners applying for admission has increased throughout our charter term. The number of students identified as English Learners has increased from 9% in 2018 to 15% in 2022. The increase of students identified as students with disabilities and English learners was accelerated by the pandemic as many students did not attend formal, in person school until the 2021-2022 school year. The learning gap among the current kindergarten class required the elementary school to develop specialized

designed programs to meet the needs of our learners. The school's identification system during kindergarten screening includes the Director of English as a Second Language and the K-6 Special Education Coordinator as well as a number of related service providers. The percentage of students eligible for specialized instruction continues to average around 13% annually.

Schools are expected to advertise the availability of specialized programs and services to meet the needs of students with disabilities and English learners. Describe where this information may be found in the school's recruitment materials and (if available) provide a link to the location(s) on the school's website.

Abby Kelley Foster does not have printed recruitment materials. Admissions information is available on our website at www.akfcs.org and advertised through our active social media channels. Applications for admissions are electronic and can be accessed via the school's website from October to February each year. Prior to the pandemic in-person informational sessions were held during enrollment season. However, we have since moved to virtual information sessions with members of the Elementary, Middle and Administrative staff available to answer questions, and a virtual tour is made available during open enrollment on the school's admission page for interested parents.

<https://www.akfcs.org/parents-students/admissions/>

<https://www.akfcs.org/departments/english-language-learners-ell/>

<https://www.akfcs.org/departments/special-education/>

Describe trends and/or anomalies in attrition data and stability rates over the past four years. Explain how the school has addressed any attrition rates that were higher than the third quartile of comparison schools for all students and for student groups. Explain how the school has addressed any stability rates over the past four years that have been lower than the first quartile of comparison schools for all students and for student groups. Use the [CHART - Indicators tool](#) to access attrition and stability data.

Abby Kelley Foster has maintained an average retention rate of 95.5% over the past five years. The school did have an increase in student transfers in 2022 due to the number of families moving out of state and/or to more affordable communities around Massachusetts. Affordable housing for our families, and ability to work remotely due to CoVID were some of the reasons our families left the Worcester community and therefore, Abby Kelley. However, the school anticipates returning to our typical percentages as the country recovers from the pandemic. We continue to remain below the state attrition averages throughout the term of the charter.

Student attendance remained consistent with an average 97% over the past 4 years. Maintaining stable attendance rates despite distance learning is another indicator of our strong performance. Student attendance and participation were monitored regularly during pandemic related school closures and last year's remote learning option. The efforts of the entire school staff and administration to keep students and families engaged during that difficult period is testament to the dedication the staff has for the Abby Kelley Foster community.

Describe trends and/or anomalies in suspension, emergency removal, and expulsion data. Explain how the school has worked to lower rates of suspension over the course of the charter term. Describe trends in student group suspension data, particularly for groups of students with higher rates of suspension than all students for in-school and out-of-school suspensions. If applicable, describe any recent changes in the school's approach to student discipline. Use the statewide [Student Discipline Report](#) and the [CHART - Indicators tool](#) to access suspension data.

The school continued to maintain a low in-school and out-of-school suspension rates prior to the pandemic. The rates remained below the state average in each year from 2017 through 2020. Post pandemic, the return of in classroom learning, resulted in an anticipated increase in disciplinary action as students were required to reacquaint themselves and adhere to the AKFCS student code of conduct. As the year progressed the students adjusted to a structured learning environment and we saw general improvement in overall conduct. This is a positive trend that is expected to continue in the 2022-23 academic year. The school did not amend the discipline policy due to the increase in behaviors at the beginning of the school year and does not anticipate any changes for the upcoming school year.

Describe the school's efforts to ensure that all students have equal rights of access to the opportunities provided by the educational program, such as rigorous courses, mission-driven programming, and other educational opportunities.

Abby Kelley Foster ensures all students including English learners and students with disabilities, have equal access to all levels of academic programming, educational program opportunities, and instructional programs or extracurricular and/or vocational opportunities within the school. Disability or English proficiency does not determine participation or services including career/technical education programs, counseling services, special education, gifted and talented, International Baccalaureate Programme, performing, music, visual arts, athletics and academic courses. All students have the right to receive counseling/guidance services in the language they can understand including academic, psychological, college and career counseling as provided by the school counselors, psychologist, BCBA, and adjustment counselors.

All students, including students with disabilities and English Learners, enrolled at Abby Kelley Foster Charter School have access to the same information and academic counseling as other students on the full range of general curricular and any occupational/vocational opportunities available to them. Linguistic, racial, and ethnic minorities; males; females; non-binary, homeless students, and students with disabilities receive the same information and academic counseling as other students on the full range of general curricular and occupational/vocational opportunities.

In order to ensure our school is providing all students regardless of disability with access to information and academic counseling on general curricular and occupation/vocational opportunities the school has implemented policies and procedures designed to support our student's range of educational needs.

Students and families have access to information in the languages the student/family understands. All school handbooks include a translated notice to parents/guardians stating the availability of translators and translation of school documents. Parents/guardians may contact the building principal to arrange for services. Translation services are available on our school website and are made available by the EL Department. A list of families requiring translation services is made available to each school building and all communications are translated into the requested languages.

Criterion 3: Compliance

Indicate any areas where the school is currently out of compliance with the terms of its charter and/or applicable state and federal laws and regulations and describe how the school is working to address these issues in a timely manner. If the school received any compliance findings in the Summary of Review produced by the Department at the end of the last charter term or in any subsequent site visit reports, describe how the school addressed those issues.

Abby Kelley Foster Charter Public School is in compliance with the terms of its charter and applicable state and federal laws. The priority of the school administration is to recruit and retain highly qualified personnel. The human resources office actively recruits candidates who are certified and/or have passed the Massachusetts Test for Educator Licensure (MTEL). Classroom instructional assistants are required to have completed at least two years of college and/or pass the paraprofessional assessment.

The Office of Public School Monitoring conducted a Tier 1 Tiered Focused Monitoring (TFM) in spring of 2021. During this review, the Department monitored selected special education and civil rights criteria to determine your charter school's compliance with laws and regulations. The Department of Elementary and Secondary Education found Abby Kelley Foster Charter School to be in compliance with all of the criteria monitored during the TFM Review and no corrective action was required.

Also during the 2020-2021 school year, Abby Kelley Foster Charter Public (District) participated in a Tiered Focused Monitoring Review conducted by the Department's Office of Language Acquisition (OLA). The purpose of the Tiered Focused Monitoring Review is to monitor compliance with regulatory requirements focusing on English Learner Education. The school substantially met all important aspects of the 13 ELE criteria that target implementation of ELE programs under state and federal law and regulations.

The school was not rated for criterion 3 in year 23 core criterion site visit report *due to finding the board of trustees operates in a manner that is not fully in compliance with the Open Meeting Law (OML)*. The board of trustees has engaged in professional development with the board attorney and revised their by-laws with the assistance of the Office of Charter Schools and School Design in order to operate in compliance with the law.

SEI Endorsement Policy:

Abby Kelley Foster requires all Core Academic Teachers to possess the Sheltered English Immersion Endorsement. New hires who do not hold the Endorsement upon employment at Abby Kelley are required to obtain the endorsement within one year of employment; those who do not meet endorsement requirements may not have their contract renewed. Additionally, Abby Kelley strongly recommends that all Non-Core Academic Teachers possess the Sheltered English Immersion Endorsement as well.

CRITERION 4: DISSEMINATION

Year Dissemination Occurred	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? (Highlight partners and locations, including school districts.)	Result of Dissemination (Share any changes in practice or new opportunities for students that occurred as a result of your work at other schools/districts . List any resulting

					artifacts, materials, agendas, or results from partners, and indicate if the school received grant funding to disseminate and if a grant report was written.)
2018-2019	Musical Competence	Performance	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.
2019-2020	Musical Competence	Professional Development	Music Director	Boston University	Co-Teaching a summer course entitled: Empowering Songs: Social Justice Through Music and Art
2018-2021	Academic Performance	Professional Development (MA Elementary Principals Association	Elementary School Principal	Central MA school administrators.	The elementary school principal continues to share best practices regarding support for diverse learners through the response to intervention model. Due to Covid restrictions over the past 3 years, the model was

					amended to be virtual.
2018	Academic Performance	DESE	Executive Director and HS Assistant Principal	Statewide DESE Best Practices conference Devons, MA	The executive director and high school assistant principal presented AKF's best practice regarding successful attendance rates and academic performance on MCAS.
2018-2022	Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools including Brockton, Quabbin, Wareham, Mystic Valley	GiBS: The mission of the Guild is to promote the implementation of the IB program across the United States. The member schools host professional development and share best practices across New England.
2020-2021	Professional Development -- Parent Engagement	Webinar, zoom, conference call	Interim Executive Director, Middle School Team and Principal, Dir. of Communication , and Dir. of ESL	Medford Public Schools, Southeastern Regional Vocational-Technical Schools	The district engaged in a Family, School, Community Partnership assessment with DESE and School & Main to determine how engaged families are with their

					student's education. Share best practices among other cohorts on engaging parents/families .
2020-2022	Professional Development re: Covid	MCPSA, webinar, zoom, conference call.	Executive Director Director of Finance,	MCPSA; Christa McAuliffe Charter School; Sizer; Paulo Freire Charter; MLKCS; Kipp MA; Hilltown Charter; Salem Academy Charter	The district engaged in developing protocols regarding safe and healthy school based learning to open throughout the school year. Templates, staffing levels, parent and communication
2020-22	Professional Development re Leadership and Allyship re: DEI	MCPSA, webinar, zoom, conference call.	Interim Executive Director	MCPSA; Christa McAuliffe Charter School; Sizer; Paulo Freire Charter; MLKCS; Kipp MA; Hilltown Charter; Salem Academy Charter; The Community Group, River Valley Charter, Charter School of Cambridge, Old Sturbridge Charter School	The district engaged in working collectively with other charter school leaders about issues directly impacting all school heads during and post COVID, including teaching shortages, social unrest, academic and behavior challenges of students returning, staff retention.

Academic Program Success

Criterion 5: Student Performance

Provide evidence about the school's progress made in student academic achievement during the charter term.

Official Accountability Report

Academic Year	Overall Classification	Reason for Classification	Progress toward improvement targets
2018	Not requiring assistance or intervention	Partially meeting targets	59% Partially meeting targets Meets requirements (MR) for special education for technical assistance or intervention.
2019	Not requiring assistance or intervention	Substantial progress toward targets	68%- Substantial progress toward targets
2020	Not requiring assistance or intervention	Substantial progress toward targets	68%- Substantial progress toward targets
2021	Not requiring assistance or intervention	Substantial progress toward targets	The Massachusetts Department of Elementary and Secondary Education did not issue school, district, or state accountability determinations in 2021

Student learning is monitored throughout the year with the use of both formal and informal assessments. These assessments provide useful information for our data teams and administration. Curriculum, instruction, and assessment are adjusted as needed to support student learning. Teachers and administration meet frequently to discuss student learning and share strategies on how to best support a variety of students' needs within a classroom. Grade level teams identified short and long-term learning goals and align curriculum, instruction, and assessments with those learning goals. Teachers and teams analyze their own data so they are able to create student action plans in a timely manner. Student learning is a shared responsibility for all staff. The Executive Director works closely with building principals and curriculum coordinators to ensure student learning is a priority. Teaching and learning is monitored through regular walkthroughs, teacher meetings, staff documentation of standards, and school wide assessments.

The curriculum coordinators at each building provide support to educators in the area of curriculum selection, development, and implementation, as well as data analysis and professional development. They guide educators through prioritizing and aligning standards in curriculum design to ensure a guaranteed and viable curriculum for all students. When the analysis of student assessments identifies there is a need for a new curriculum, the coordinators investigate curriculum programs, organize trial pilots, and promote supplementing programs when Massachusetts standards are not addressed or additional emphasis is needed on specific areas. They also facilitate common planning while reiterating the Understanding by Design model for all curriculum development. Curriculum Coordinators work with district leadership to advise teachers on specific instructional strategies. The curriculum coordinators guide teachers through data informed decision making. This data is also used to determine building level professional development needs. Curriculum

coordinators continue to plan and support implementation of high quality curriculum and professional development to improve student outcomes.

i- Ready Assessment

Abby Kelley Foster Charter monitors student academic progress using i-Ready Diagnostics, an adaptive assessment tool for students in grades K-8. The i-Ready diagnostic is an online assessment tool that adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. The i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics, providing a valid and reliable measure of student growth with detailed diagnostic results and individualized next steps for instruction. The school uses i-Ready to track annual student progress and to optimize administrative decision-making for long-term performance improvements through continued i-Ready professional development. Abby Kelley Foster is in the 5th year of implementation and has purchased supplemental intervention materials to support student learning.

The diagnostic identifies trends and patterns across groups of students and targets individual student needs and screens students to determine who needs additional support. The i-Ready assessment allows the district to measure student growth over time and is aligned with Massachusetts Comprehensive Assessment System (MCAS). The implementation of an online assessment increases student familiarity with computer testing and provides all stakeholders with quick, detailed reports that identify student strengths and weaknesses.

Criterion 6: Program Delivery

Key Indicator 6.1: Curriculum

Describe the school's documented curriculum and provide evidence that it meets expectations outlined in the key indicator: Curriculum, in the Charter School Performance Criteria (v. 4.2).

Key Indicator 6.2: Instruction

Describe how the school ensures that students are provided with high quality instruction and provide evidence that instruction meets expectations outlined in the key indicator: Instruction, in the Charter School Performance Criteria (v. 4.2).

Key Indicator 6.3: Assessment and Program Evaluation

List and describe assessments administered by the school (if not already provided above in Criterion 5). Provide evidence detailing how the school meets expectations outlined in the key indicator: Assessment and Program Evaluation, in the Charter School Performance Criteria (v. 4.2).

ELEMENTARY SCHOOL

A. Curriculum:

The Elementary school's documented curriculum is aligned to state curriculum frameworks and expectations; is aligned vertically between grades and horizontally across classrooms at the same grade level; provides lessons and materials that represent a variety of cultures and perspectives; and supports opportunities for all students to master these skills and concepts. The curriculum is regularly reviewed and revised. Published curriculum programs that are implemented to support instruction include:

- Ready Math (K-3): Ready Math helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. Students develop a deeper understanding of mathematical concepts through embedded Standards for Mathematical Practice. Connections are made within and across grade levels and directly address the major focus of each grade. Instruction is structured to ensure students' mastery of the 2017 Massachusetts Frameworks. This product has an overall rating of Meets Expectations and qualifies for the Massachusetts statewide master service agreement as evidenced by Curate.
- Wonders: Wonders is a comprehensive literacy curriculum which builds early literacy skills through engagement with high-quality texts and explicit instruction on foundational skills and language concepts. Students have many opportunities to listen to and read grade-level texts, and they can refer to many writing samples and rubrics for guidance as they draft their own written compositions. This product has an overall rating of Meets Expectations and qualifies for the Massachusetts statewide master service agreement as evidenced by Curate.
- Heggerty: Students in Kindergarten and First Grade receive daily instruction in phonemic and phonological awareness through the Heggerty Phonemic Awareness program. The program focuses on 8 phonemic awareness skills, alphabet knowledge, phoneme-grapheme connections, and focuses on language awareness activities. This supports our developing work on the science of reading.

All internally developed curriculum units are created using the Understanding By Design backwards design model, and are aligned to the Massachusetts Curriculum Frameworks.

The elementary school utilizes cross-curricular yearly and monthly layouts to align instruction both horizontally and vertically, map out the learning progression for students and teachers, and connect instruction across subject areas. These layouts are continuously being reviewed for pacing, alignment to the standards, flow, and engagement. Yearly and monthly layouts ensure that teachers provide a coherent curriculum program. Teachers are given the autonomy to plan in a way that supports their needs and the needs of their classroom, however all teachers are expected to have daily slides, inclusive of instructional learning targets and content, available for review.

Instructional Leadership Team: At the elementary level, teacher representatives volunteer and/or have been selected for each grade level and specialty area including homeroom teachers, ESL, SPED, interventionists, and Specials teachers. These representatives meet monthly with the focused instructional coach and administrative team. These cross-grade level vertical team meetings allow for clear communication of exit competencies, consistent language expectations, pedagogy, assessment practices, and standards alignment across the grades.

The elementary school's documented curriculum provides lessons and materials that represent a variety of cultures and perspectives. Curriculum materials include resources to help teachers adapt instruction for students working above or below grade level, and for English learners. Teachers have access to a variety of accompanying guides and embedded supports to help them implement the materials effectively. Texts feature a diverse range of cultures and perspectives.

The elementary school's curriculum supports opportunities for all students to master identified skills and concepts. The elementary school curriculum is regularly reviewed and revised, is fully implemented in classrooms, and supports opportunities for all students to master these skills. Curriculum implementation is readily evaluated and reflections are shared through brief walkthroughs as well as both formal and incidental observations. These are conducted by various administrators and teaching staff to provide multiple, pointed

perspectives to teachers. The principal, assistant principal, ESL coordinator, SPED team chair, and the Director of Guidance & Counseling Services/School Psychologist conduct evaluative observations and provide feedback. Non-evaluative feedback on pedagogy and implementation is also provided by the focused instructional coach and through peer-to-peer observations. These may lead to targeted, professional development opportunities shared with identified staff. All teachers receive continued professional development in curricular programs as well as effective, evidence-based instructional strategies.

Academic progress is closely monitored using a variety of assessment methods including, but not limited to, informal observations, common assessments, performance-based tasks, standards-based rubrics, and district benchmark and diagnostic testing. Grade level teams meet weekly with an instructional coach to review student work samples and analyze data to identify strengths and weaknesses and areas for curricular and instructional adjustment. During these meetings, grade level teams analyze ongoing common assessment, diagnostic and benchmark assessment data in order to identify trends in student learning. Discussions are focused around student learning, curriculum implementation and assessment practices. Based on these discussions, the curriculum is reviewed and revised as needed.

Abby Kelley Foster Elementary School has adopted the MTSS process as a way of identifying and meeting the needs of all learners. The team convenes every six weeks to discuss the academic, social-emotional, and behavioral success of our students and consists of members of the administrative team, all grade level homeroom teachers, a special education teacher, and an ESL teacher. The school adjustment or guidance counselor or the Director of Guidance & Counseling Services/School Psychologist is also there, as well as subject matter specialists and interventionists. Data is systematically collected and organized before the meetings. During the meetings, student performance is analyzed and discussed individually. The best-fit intervention is then chosen and student progress is carefully monitored during the intervention cycle.

A student support block is established in all classroom schedules. This time is used for students to work with highly qualified staff on individualized goals. Most learning at this time is coordinated through the MTSS process. Our instructional resources were carefully selected with a strong preference given to those that provided support for all learners.

B. Instruction:

The Elementary school, which is grades K-3, ensures staff have a common understanding of high-quality instruction. Instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students, one which fosters student engagement. Classroom environments are conducive to learning.

Curriculum, instruction, and assessment are aligned with the Massachusetts State Standards in all subject areas. Teachers make adjustments to these areas as needed, based on student results. Our teachers meet weekly in grade level teams to discuss ways to improve instructional practices to support student learning. They use a variety of instructional practices to target specific needs within their classrooms. Teachers use clear and consistent learning targets that are posted and verbalized in order to support the students' understanding of the standard. Teachers of English Learners also include differentiated language objectives for each of their lessons. All teachers also incorporate various instructional strategies to support the learning needs of all students. These strategies are shared with all staff through our Teaching and Learning document, which provides clear, concise information about evidence-based instructional strategies, their implementation, and videos with corresponding examples.

All instructional staff evaluations include a student learning goal. The student learning goal is always set high, with all students expected to make more than one year of growth per year. Instructional practices are based on culturally responsive teaching practices. Our professional development, teaching and learning document, and observation checklists are based on the culturally responsive look-fors, as presented by DESE.

Teachers work hard to develop positive connections with each of their students and their families. At the start of the year, all teachers contact families with a positive phone call to establish a strong rapport. They invest their time getting to know their students in order to better support them in the classroom. At the beginning of each school year, teachers build a supportive and safe community within their classroom so everyone can learn and is respected. This sense of Belonging is a priority of Abby Kelley Foster Charter school post covid, and is strengthened throughout the year utilizing Responsive Classroom techniques.

C. Assessment and Program Evaluation:

- i-Ready Diagnostic: The district has implemented the I-Ready diagnostic system for students in grades K-8 in the subject areas of reading and mathematics since the fall of 2017. I-Ready is a computer based adaptive diagnostic system that provides a valid and reliable growth measure from year to year. The i-Ready has supported our professional growth in data analysis and making data informed instructional decisions to improve teaching and learning.
- Dibels Screening/Testing: In the fall, annually, all students in K-3 are universally screened using the DIBELS fluency measure. Progress monitoring is continued for any student who is identified as someone who is at risk for dyslexia, or determined to require a reading intervention
- Ongoing common formal/informal assessments: Analyzing student responses and work samples in real time allows teachers to utilize this information to support instructional adjustments as needed throughout daily lessons. Formative and summative assessments are embedded into both the Wonders and Ready math curriculum resources. Student outcomes on these assessments are used to inform instruction on grade level content.
- Use of data to inform instruction: Weekly grade level meetings provide teams an opportunity to analyze data and student work samples, and share instructional strategies which support the data. Teachers use ongoing common assessment data, as well as observational data, to inform and adjust their instruction in real time.
- Students who receive instruction through MTSS are monitored for their progress in the intervention they are receiving. Programs that are utilized and contain internalized progress monitoring include Orton Gillingham Approach, the Wilson Reading System, and Bridges Math Intervention. These results are shared and analyzed regularly by interventionists and on a 6 week cycle with a student's entire support team.

MIDDLE SCHOOL

A. Curriculum:

The curriculum in middle school is guided by the principles of Understanding by Design. Curriculum, instruction, and assessment are aligned to the Massachusetts Frameworks in all subject areas, as well as horizontally and vertically aligned. All students have access to a guaranteed curriculum. Department meetings are facilitated by the curriculum coordinator to ensure continuous revision and consistent implementation of the curriculum.

- English and History: Within the English language arts and History departments, teachers focus on incorporating the Keys to Content Area Writing program into instructional practices and assessments. Teachers use common language and graphic organizers to increase student familiarity from teacher to teacher and year to year. Attention is dedicated to having students write often and in response to reading. Students are explicitly taught how to go through the writing process through the use of mentor texts and student and teacher modeling. Emphasis is given to teachers modeling the think aloud process. Students also learn how to effectively write from sources using two-column notes and top-down topic webs. Teachers work together to develop writing assessment guides by incorporating research-based practices to plan formal writing assignments. Aside from the monthly meetings, teachers utilize common planning time on grade level teams to bring these practices into daily instruction.
- Science: The Science department is dedicated to constant improvement using technology to provide students experiences such as simulations and access to high quality investigations focused on phenomena. Department time is used to align instructional tools such as Gizmos and Generation Genius to our frameworks.
- Math: The Mathematics department supports curriculum and professional development based on the implementation of the San Francisco United School District (SFUSD) curriculum for grades 4-5 and Illustrative Mathematics for grades 6-7. The mathematics department works together to encourage fidelity of the program and increase alignment of content instruction between the grade levels. Additional instructional emphasis is focused on increasing student awareness of the mathematics practices while engaged in real-world problem solving. In the classroom, student to student discourse is promoted through the use of mathematical routines.

B. Instruction:

Teachers in the Middle School incorporate various techniques to differentiate instruction and are cognizant of the strategies that work best with their students each year while striving to create student-centered classrooms. Teachers make instructional adjustments as needed based on ongoing analysis of student results.

In order to prepare for instruction, teachers have been provided the framework to craft their lessons. Teachers introduce the lesson objective at the start of each class so students understand the learning goal for the class period. Lesson procedures/activities are planned to provide opportunities for whole group, small group, and individual instruction and practice. Throughout the lesson, teachers employ a wide range of informal assessment techniques to ensure student understanding. English language arts and mathematics teachers work collaboratively to plan for instruction. This allows for the development of common assessments to ensure that all students are assessed on mastery of state standards.

To ensure a successful school year, all students are informed of learning expectations as classroom teachers introduce their course and classroom routines. Learning expectations are reiterated through the school year. Teachers meet with students to review progress and to remind them of what is expected as they continue to make growth.

Abby Kelley is a 1:1 device school with all students having their own school-issued chromebook. All middle and high school teachers maintain an active google classroom for each class they teach. Students receive assignments, feedback, and the opportunity to digitally collaborate with peers through google classroom. As a google school, our students also collaborate and engage in student to student discourse through google slides, google docs, and google sheets as they create and analyze together.

The middle school educates students in grades 4-7. Students in grade 4 travel as a homeroom. The grade 4 teaching teams consist of two core subject teachers who collaborate and teach the same groups of students. Students attend mathematics, English Language Arts, science, and social studies daily. Like in grade 4, students in grade 5 also travel as a homeroom. The grade 5 teaching teams consist of three core subject teachers who collaborate and teach the same groups of students. Students attend mathematics, English Language Arts, science, and social studies daily. The middle school teachers in grades 6 and 7 are committed to a team approach for instruction. Sixth and seventh graders rotate between four different academic teachers for English language arts, mathematics, science and history. Beginning in grade 6, students each follow their own academic schedule and no longer travel as a group. Beginning in grade 7, students are able to participate in an accelerated mathematics course by meeting a variety of criteria. In all four grade levels (4-7), students with disabilities and English Learners are grouped together whenever possible to allow for targeted co-teaching between a general education teacher and an English language teacher or a general education teacher and a special educator. All students who demonstrate ability and willingness have access to accelerated mathematics in grade 7, regardless of need.

During biweekly staff meetings, effective instruction is focused on through investigations into pedagogy for teachers to gain a clear understanding of lesson expectations and various instructional strategies. Embedded professional learning for staff at the middle school occurs during staff meetings and during staff professional development days. The curriculum coordinator monitors instruction to ensure all instruction aligns with curriculum pacing guides and provides support when necessary. The principal, assistant principal, and curriculum coordinator work together to conduct observations of each teacher. Written and, at times, oral feedback is given after each classroom observation.

C. Assessment and Program Evaluation:

The Middle School has implemented the I-Ready diagnostic system for students in grades 4-7 in the subject areas of reading and mathematics since the fall of 2017. I-Ready is a computer based adaptive diagnostic system that provides a valid and reliable growth measure from year to year. The i-Ready has supported our professional growth in data analysis and making data informed instructional decisions to improve teaching and learning.

Ongoing common formal/informal assessments: Analyzing student responses and work samples in real time allows teachers to utilize this information to support instructional adjustments as needed throughout daily lessons. Formative and summative assessments are embedded into all subjects. Middle school uses data to inform instruction including samples from student work, common assessment data, observations and other informal approaches.

Middle School implemented a Response to Intervention (RTI) model for the first few years prior to the pandemic and is moving to an MTSS model starting in the 2022-2023 school year.

HIGH SCHOOL

A. Curriculum:

The board of trustees and school administration share the common goal that all students can attain academic success regardless of ability. We believe our graduation requirements reflect our mission and ensure all students have access to a diverse selection of courses to prepare them for college or a career. All students are required to meet the academic expectations established by the Board and administration, which include

graduation requirements that exceed the Mass Core requirements. In addition, the high school offers a wide variety of extracurricular activities to remain competitive with the surrounding public and private high schools.

Student academic performance continues to excel annually based on the results from the Massachusetts Comprehensive Assessment System (MCAS) exams. Since 2018-2019, the number of students achieving a score of meeting or exceeding on the English Language Arts (ELA) MCAS exam has improved from 65% to 74%. Mathematics MCAS exams showed similar improvement, going from 52% (meeting or exceeding expectations in 2019) to 57% in 2021. Student growth percentiles (SGP) for both the ELA and mathematics MCAS continue to be higher than the state average, with 62.8 SGP in ELA and 62.8 SGP in math.

High school instruction involves students interacting with both their teachers and peers. Students are assigned an opening exercise and are expected to complete the assignment independently or in a group. As a 1:1 school, we have been able to enhance the delivery of the instruction using technology and chromebooks.. Teachers utilize various instructional techniques, which incorporate technology into their daily lessons. Courses are leveled across all subject matters according to the following: honors, college preparatory, college fundamentals, and International Baccalaureate, which can be either full IB or individual courses. Sixty eight percent of juniors and seniors take at least one IB course.

Honors courses are designed to meet the needs of our students on an accelerated track where concepts are delivered at a faster pace and cover additional coursework. College preparatory courses allow students the opportunity to gain a well-rounded foundation in skills, concepts, topics, and subjects that will prepare students for success in college. College preparatory classes require high level thinking, analysis, critical interpretation, and dedication to academic study in order for students to meet with success. College fundamental courses are very similar in content and delivery as College prep courses e but move at a slower pace. Classes at this level are designed to provide students additional support and review in a specific subject.

8th Grade and 9th Grade Academies

The 9th grade Academy was established in 2014 to support our students as they navigate their first year in high school and adjust to the standards, expectations, and routines. The 9th grade Academy is a team approach that shapes a common purpose toward developing a sense of community and a strong commitment to student achievement. The goal of the Academy is to ensure all students have a connection to school and feel supported (both academically and socially through a systemic approach) in order to have a successful high school experience.

Due to the success of the 9th grade Academy, in 2018 Abby Kelley started the 8th Grade Academy, using a similar model. This was due to the 8th grade class being moved to a newly constructed wing of the High School in 2017-2018. The 8th grade Academy model allowed for additional assistance as students transferred from the Middle School to the High School building, although they were still relatively insulated from grades 9-12. The 8th grade Academy meets regularly to discuss grade level concerns, as well as individual student concerns and to identify possible solutions. Similarly to the Freshman Academy, the 8th grade Academy consists of a group of core teachers who meet regularly to discuss teaching and learning, and to identify and make changes across all courses for consistency.

Both the 8th grade and 9th grade Academies are modeled after a small learning community. It includes an interdisciplinary team of English, mathematics, science, foreign language, music and history. The academy sets a personalized education by creating a closer student and staff relationship and enables the school to measure student growth both individually and as a group. All students participate in a course designed to develop their organization, note-taking, study skills and time management in 9th grade. Abby Kelley has found

over the years that students who develop these foundation skills in ninth grade are better prepared both academically and socially as they advance through high school. Students are able to make more informed decisions when thinking about their future college and career plans.

C. Assessment and Program Evaluation:

Data is analyzed by grade level teachers, department heads and administration to monitor student progress in the High School. Teams meet monthly to interpret data, adjust instruction and address areas of concern. In addition, teachers present workshops throughout the year to inform instructional practices and student performance.

The district has implemented the I-Ready diagnostic system for students in grades K-8 in the subject areas of reading and mathematics since the fall of 2017. I-Ready is a computer based adaptive diagnostic system that provides a valid and reliable growth measure from year to year. The i-Ready has supported our professional growth in data analysis and making data informed instructional decisions to improve teaching and learning.

High school teachers administer internal and external assessment throughout the school year. High school students are required to participate in benchmark assessments, mid and final exams. The International Baccalaureate Diploma Programme exams are independently developed by the IB World organization. Abby Kelley Foster teachers oversee the administration of the assessments; however the exams are graded by a team of instructors from all over the world. The results are provided to the school by the end of July and students receive their diploma in the summer after they graduate if it's earned.

Key Indicator 6.4: Supports for All Learners

Describe the screening, supports, resources and interventions used to support all learners, including students with disabilities and English learners. Provide evidence that the school meets expectations outlined in the key indicator: Supports for All Learners, in the Charter School Performance Criteria (v. 4.2).

Abby Kelley Foster Charter Public School provides comprehensive services to students with disabilities and maintains a range of educational services that are in full compliance with state and federal laws and regulations. Any child with a disability as defined by the Individuals with Disabilities Education Act (IDEA) is provided with a free and appropriate public education and held to standards established by the Massachusetts Department of Education.

Students, regardless of ability, may be 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 targeted services, maintaining sensitivity to the effects of being removed from a regular class environment. The Special Education staff includes: a director of special education, special education coordinator K-6, special education teachers, paraprofessionals, speech pathologists, a school psychologist and contracted physical and occupational therapists, and internal and external counselors.

In situations where fully inclusive models of specialized instruction are not appropriate, an alternative setting is provided. These services may include one-on-one instruction, consultation services, tutorials, or behavioral support in the least restrictive environment. For students in need of related services, the school's

speech/language pathologists, an occupational therapist, physical therapist, counselors and other service providers are available to meet student needs.

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

English as a Second Language Program Mission

The aim of the English Learner Program at the Abby Kelley Foster Charter Public School is to provide linguistically and culturally diverse students with instruction that will assist them in English language development and in mastering academic subject matter content. We are committed to offering a program which will meet the needs of our English Learners both academically and as lifelong citizens of the community.

English as a Second Language Program Theory of Action

Abby Kelley Foster Charter Public School's English Learner Theory of Action is based on the district implementing a Sheltered English Immersion model with fidelity. When done so, English Learners will achieve language proficiency within six years of being identified as an English Learner, while achieving academic excellence in content, general education classrooms.

English as a Second Language Programming:

The school implements the Sheltered English Immersion (SEI) instructional model. Students receive sheltered content instruction (SCI) by a licensed and SEI endorsed teacher. Students also receive English as a Second Language (ESL) instruction taught by a licensed ESL teacher. Student service hours are determined by either the student's entry WIDA-ACCESS Placement Test (WAPT) proficiency level or their overall composite score on the ACCESS assessment. The school adheres to the guidelines established by the Massachusetts Department of Elementary and Secondary Education (DESE) to determine the amount of English Language Development (ELD) instruction an English Learner (EL) should receive with regard to proficiency level.

Sheltered content instruction and ESL teachers work closely together to ensure EL students receive appropriate sheltered content, and ELD instruction using appropriate supports as needed. Students are assigned to a SEI endorsed teacher and all ESL teachers are certified in ESL. Teachers use a variety of techniques to support learning. English learners are provided with support such as word banks, sentence starters, graphic organizers, small group instruction and/or have access to a bilingual dictionary in their native language. The ESL teachers attend weekly data meetings and grade level meetings to review student data, strengths and areas of focus. Teachers work together to share ideas regarding content or ESL strategies that can be used to support students with grade level content.

Title III Grant

Abby Kelley has been awarded the Title III grant annually since 2017. With the Title III funding, the ESL Department has had the ability to offer an extended school day/school year program, professional development for ESL teachers, and the purchase of resources for English Learners.

Seal of Biliteracy

Abby Kelley Foster Charter Public School has participated in the Seal of Biliteracy program since the 2020-2021 school year. To date, Abby Kelley has awarded the Seal of Biliteracy to four students as well as the Seal of Biliteracy with Distinction to one student. Abby Kelley Foster Charter Public Schools continues to create

outreach programs to recruit and support current sophomores, juniors and seniors interested in pursuing the Seal of Biliteracy.

Criterion 7: School Climate and Family Engagement :

Key Indicator 7.1 Safe and Supportive Environment

Describe how the school ensures a safe and supportive environment. Provide evidence detailing how the school meets expectations outlined in the key indicator: Safe and Supportive Environment, in the Charter School Performance Criteria (v. 4.2). Please use student survey data (if it is collected) to provide evidence in this area.

Abby Kelley Foster supports students' social and emotional health in a safe and respectful learning environment that engages families through ongoing school and family communication. Over the years, Abby Kelley Foster has increased both in-school and out-of-school support to address the growing number of students experiencing social and emotional challenges. However, post-CoVID meant an even greater emphasis on Social Emotional Learning, a more comprehensive service delivery model, and additional resources in this area. In 2021-2022, the Guidance department K-12 became aligned under a Director of Guidance and Counseling Services. In addition to the school psychologist who leads the department, we have three school adjustment counselors, four guidance counselors, and five registered behavior technicians. In addition, the school employs three school nurses, and in order to address the on-going social emotional needs our students experienced due to the pandemic, the school hired an additional K-12 clinician to provide school based counseling support.

Additional community support includes a counselor from Community HealthLink, a local non-profit, who supports our K-12 students who are unable to access mental health services outside of school. The school continues to seek partnerships with additional service providers to increase access to community resources. Our current partnership with Community HealthLink, Shapiro Educational and Behavioral Associates, Executive Functioning coach, Jim Dunn, and the Multicultural Center informs and provides our families access to available services and mental health resources inside and outside of the school setting.

This past year, Abby Kelley Foster established a business relationship with Panorama Education to assist in evaluating the social emotional needs of our students and staff. A survey to assess student's social emotional well being was administered twice this year and results were used to develop ongoing social emotional, evidence based interventions across all three tiers of Multi Tiered System of Support (MTSS). Students were assessed in the areas of growth mindset, self management, emotional regulation and sense of belonging. Next year, this survey will be administered three times throughout the year and data will be collected and analyzed by the counseling staff.

All members of the staff, including administrators, are required to address parent questions or concerns regarding student academic and/or behavioral needs within twenty four hours. Students who may be struggling academically, socially, behaviorally and/or emotionally have access to the school's counselors throughout the day. In addition, the school has adopted a MTSS model, which addresses academic as well as social, emotional, and behavioral needs. The interventions provided to students are evidence based and progress is reviewed weekly in each school. A larger MTSS meeting with counselors, administrators, and behavioral staff is also held several times throughout the year to help identify and determine appropriate interventions for students. If a student continues to struggle after interventions have been implemented, the student may be referred to the special education department for an academic or behavioral evaluation. Students who are found eligible for special education services receive support either in an inclusion or pull-out setting, as determined

by the team. Student behavior plans are developed and monitored under the direction of our behavioral specialist and the special education director.

The school provides ongoing professional development to meet the social and emotional needs of our students. Staff members of the elementary and middle school participate in CALM training, which is a crisis intervention program designed to teach various options to assess, prevent and safely manage client aggression, assault and violence within a treatment context. Responsive Classroom, which training is available annually to interested staff members, is an approach to teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Student discipline data is reviewed and monitored on a monthly basis by the building administration. Members of the K-8 staff receive feedback regarding the number of referrals to administration, contact with parents, and positive approaches used within their classrooms in regard to classroom management and creating a responsive classroom environment. These practices further our character education curriculum in regard to behavior within the school and creating responsible citizens.

The middle and high schools implement a positive reinforcement system in order to foster the character virtues of respect and responsibility. Research has shown when students are provided with positive incentives to demonstrate appropriate behavior throughout the school day it helps to create a positive school culture. The counselors also go into the classroom to present on social emotional health topics such as, transitioning to high school, self awareness, bullying, time management, goal setting, healthy habits and stress management. One of the high-school counselors also teaches a course entitled, Career Pathways, in which students learn about financial aid, financial literacy, the college process and other resources to identify career interests and college information.

The Second Step guidance curriculum program was implemented as a special's class in grades Kindergarten through Grade 3 this year and will be rolled out in grades 4-7 in 2022-2023. During the Covid pandemic, Second Step was offered remotely and counselors recorded lessons for students. The purpose of the Second Step program is to build a child's social-emotional skills so that they can help foster a caring classroom community and become healthy, responsible, and productive members of society. The Second Step program emphasizes understanding and dealing with emotions, expressing emotions in a prosocial way, thinking about social situations in accurate and constructive ways, and learning prosocial behaviors through practice. Empathy, emotion management, and social problem solving are critical skill areas and all are taught using the Second Step curriculum. In addition, our students in K-3 also have the opportunity to join Mindful Movement, which is a yoga class that students can participate in during the day to learn various ways of regulating their behaviors.

Throughout this past year, parent workshops on introducing concepts of Social Emotional Learning and a parent discussion series were offered via Zoom by the district's clinical psychologist, Dr. Cole, and Executive Functioning coach, Jim Dunn.

Key Indicator 7.2 Family Engagement

Describe how the school develops effective relationships with families. Provide evidence detailing how the school meets expectations outlined in the key indicator: Family Engagement, in the Charter School Performance Criteria (v. 4.2). Please use parent survey data (if it is collected) to provide evidence in this area.

Abby Kelley was selected to be part of a DESE sponsored initiative focused on Family, School, and Community Partnership (FSCP) in 2021. This FSCP Initiative was led by DESE in partnership with Pat Spradley, former chief of parent and community engagement for Springfield Public Schools, and the School &

Main Institute. The work included multiple monthly meetings with the consultants, focus groups of students, staff, parents (in multiple languages), input from board and community leaders. These focus groups, along with some self-assessments, helped us to identify approaches to a district wide plan. This pilot initiative, based on the updated Massachusetts Family, School, and Community Partnership Fundamentals - Version 2.0, set a foundation for us to implement family engagement strategies this year and beyond.

In a recent survey conducted in 2021-2022, families were asked a variety of questions about school safety, barriers to engagement with the school, school climate, school fit, and how they felt toward their student's readiness for learning. Each category's positive results ranged from 63% to 85% favorable. In one of our benchmark questions about having a trusted adult for each student at school, more than 64% of families felt their student was comfortable or extremely comfortable in asking for help from an adult at school.

Criterion 8: Capacity

Key Indicator 8.1: School Systems and Leadership

Describe how the school sustains a well-functioning organizational structure. Provide evidence detailing how the school meets expectations outlined in the key indicator: School Systems and Leadership, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area. As applicable, please briefly summarize efforts to implement the school's Student Opportunity Act Plan.

The organizational structure of Abby Kelley Foster Charter Public School has not been modified since the last charter term. However, there were changes in school leadership at the end of the 2019- 2020 academic year. The leadership team, led by the school's executive director, consists of the elementary, middle and high school principal, director of special education, director of English as a second language, director of guidance and counseling, director of facilities, director of technology and the director of finance and operations. The leadership team, or administrative council as it often referred to, reports directly to the executive director. The council works collaboratively across the district to ensure all students have access to high quality programming. In addition, the school employs a Director of Development and Communications.

As the school's leadership team, the council develops and implements policy and procedures designed to enhance the school's academic program, support faculty and inform the school community. Members of the school administration serve as liaisons to the board of trustees providing guidance and updates regarding directives and initiatives from the Department of Elementary and Secondary Education, and the Office of Charter Schools and School Redesign.

Key Indicator 8.2: Professional Climate and Standards for Performance

Describe how the school creates a professional working climate for all staff. Provide evidence detailing how the school meets expectations outlined in the key indicator: Professional Climate and Standards for Performance, in the Charter School Performance Criteria (v. 4.2). Please use staff/faculty survey data (if it is collected) to provide evidence in this area.

Professional development, mentoring, and hiring qualified, diverse personnel remains a priority of the school's administration and board of trustees. Together, the board and administration have worked to provide competitive salaries, comprehensive benefits packages and continued professional development support to our faculty and staff. Budgetary restrictions have impacted the school's ability to mirror the surrounding district salary structure, but the board and administration continue to identify ways to support our teachers both financially and professionally and recently rebuilt the instructional salary scale in a collaborative process.

In order to evaluate staff effectiveness, the administration established a program to closely monitor student and teacher progress. Abby Kelley Foster Charter Public School implements the Massachusetts Model System of Educator Evaluation. Each teacher is required to have one student learning SMART goal and one professional practice SMART goal with the following required standards: Curriculum, Planning, Assessment, Teaching all Students, Family and Community Engagement and Professional Culture. School administrators are required to complete a minimum of four walkthroughs for new teachers and a minimum of three for teachers on a self-directed plan. Teachers receive feedback within forty-eight hours of each walkthrough. In addition, new teachers observe their mentors as well as being observed, providing them with targeted feedback for improvement.

Additionally, grades K-8 have an appointed team leader. Grade level team leaders serve as a conduit for disseminating information among fellow team members, parents, and the school administration. They provide feedback and make suggestions in order to improve teaching and learning. Team leaders at the elementary and middle school, and high school department heads, act as a resource to team members for advice on instructional strategies, curriculum content, and disciplinary procedures. Curriculum coordinators, reading specialists and mentor teachers are available to support the instructional needs of our veteran and novice teaching staff. Abby Kelley also has a faculty council which meets regularly with the Executive Director to address various topics. After such meetings, minutes are shared with all instructional and non-instructional staff.

Since 2020, efforts have been made to diversify our teaching and administrative staff. A focus on recruitment and retention strategies to retain qualified staff, efforts to ensure that communication between teaching and administrative staff is enhanced, and high accountability is had across the school. Additional HR staff were hired and we participated in DESE's year-long Diversifying Teaching Staff Professional Learning Community (PLC). In 2021-2022, instructional and non-instructional staff were surveyed twice for suggestions that would help with morale as well as part of the culture/climate survey. Professional Development is both available as an individual choice with a \$400 reimbursement and as part of school wide opportunities, which are typically mandatory.

Criterion 9: Governance

Describe how members of the board of trustees uphold their responsibilities under Massachusetts law and regulations to act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school. Provide evidence detailing how the school meets the key indicators outlined in Criterion 9: Governance, in the Charter School Performance Criteria (v. 4.2).

Abby Kelley Foster's Board of Trustees remains focused on, and committed to, the school's mission. The Board challenges the administration, staff and students to meet high academic goals and they continue to monitor the school's academic progress on a consistent and regular basis.

The Abby Kelley Foster Charter Public School Board of Trustees governance structure is a consensus model. All decision making is shared and all decisions are made by consensus. All members are expected to participate and express opinions. Consensus decisions require ongoing discussion and questioning among and between members as they develop a compromise decision. In accordance with the by-laws, certain policy decisions may require a formal vote. The board of trustees schedules monthly meetings to monitor academic, financial, and infrastructure matters as an appropriate purview of a governance body. The Board of Trustees maintains three subcommittees: Governance, Education, and Facilities/Finance. The committee structure

encourages extensive interaction between the members and the school. Teachers and school administrators are invited and encouraged to be active participants of the respective board committees.

Over the years of this recent charter, the Board in collaboration with members of the school community, have conducted an executive director search, revised the school's salary scale, expanded the high school building to include eighth grade, and revised various school policies to reflect changes within our school community.

The school's Year 23 Core Criteria Site Visit report found the school's board of trustees mostly fulfills their legal and fiduciary responsibilities and fosters a culture of collaboration. Additionally, the board engages in strategic and continuous improvement planning with Professional Development and a self-evaluation.

Criterion 10: Finance

Describe evidence that demonstrates how the school maintains a sound and stable financial condition and operates in a financially sound and publicly accountable manner.

a. Financial management

(i) Solvency and stability

Continuing a trend of strong leadership and careful fiduciary stewardship, the administration, under the direction of the Board of Trustees, continues to manage the financial resources made available to it in such a way as to pursue the school's objectives while maintaining financial stability. Since opening in 1998, the school has consistently generated operating income, remaining within its means. The fiscal year ending June 30, 2001, reflected total assets of just under \$2 million while as of June 30, 2021, total assets exceed \$46 million. The consistent positive operating results have enabled the school to continuously make resources available as needed to improve academic success

Financially, the school exhibits an extremely solid fiscal position. Specifically, total net assets as of the most recent fiscal year-end, June 30, 2021, were over \$23 million, a \$661K increase over the prior year and an increase of more than \$3.6 million since the last charter renewal. Additionally, total operating revenues exceeded total operating expenses by over \$600k in fiscal year-end 2021 and more than \$500k in fiscal year-end 2020. These amounts are extracted from the school's unqualified independent audit report for the most recent fiscal years.

The consistently exceptional financial results are due to the constant vigilance in forecasting needs and prioritizing those needs against available resources. The school continues to review and evaluate options to further solidify its already strong financial position. Having made great strides towards stabilizing facility costs with the acquisition of its current buildings in 2008. In 2013, the school took advantage of historically low-interest rates and refinanced its outstanding debt at a fixed rate of 3.43% for a term of 15 years and just recently reduced that rate to 3.35% until May 31, 2028.

The starting point for the annual budget is to ensure students and staff have the resources needed to support student learning. The curriculum is reviewed regularly to identify areas of strength and weakness in order to develop grade-level budget recommendations. The recommendations are presented to the Finance Committee for approval. All program recommendations are evaluated by the Education Committee to ensure alignment with the school's mission.

Facility costs, including bond financing, are the second-largest single category in the budget. Evaluating these costs and the instructional costs against the anticipated revenue from the commonwealth will dictate whether a

further modification of staff make-up and curriculum is required. The Facility and Finance Committee meets regularly to evaluate draft budgets and determine priorities to be reflected in the final budget.

The Board of Trustees is focused on operating within its means while delivering a quality education consistent with its mission. Since revenue is primarily funded in the form of state tuition reimbursement, fluctuations can be a limiting factor in the quality of the program the school can deliver to its students.

Although the school's main source of revenue is from the state, the school does periodically receive grant money that is used for specific items or programs. Since these funds are earmarked, should they be unavailable, the school would not incur the cost of the program that the funds would support. In 2014, the Abby Kelley Educational Foundation hosted what would be its first annual golf tournament with proceeds supporting various needs of the school. The tournament is held annually and continues to provide much-needed revenue enhancement to the school. The 8th Annual Tournament will be held on October 17, 2022.

In addition to being a state requirement, an annual independent audit is a requirement of the bonds issued by the school for its facilities. The school has always received a clean opinion for its financial statements. Copies are available upon request.

The school has written policies and procedures governing the approval and disposition of school assets and incurring of expenses. These internal controls are monitored by the Director of Finance and Operations and exceptions are followed up immediately. In addition, the members of the committee, who have diverse professional backgrounds in business and finance, review the monthly financial statements and cash disbursements and have access to the school's operating bank account so that spot checks may be made.

(ii) Fiscal oversight

As indicated above, the school has a documented system of internal controls that is monitored by the Executive Director, Director of Finance and Operations, and Board of Trustees. The Executive Director, Director of Finance and Operations, and Board Treasurer, through the facility and finance committee, provide oversight on financial results and are heavily involved in financial planning, particularly surrounding the school's outstanding debt.

As a component of the annual budget, the school typically includes a three-year projection. This is primarily due to the school's financing to ensure that covenants will be met and that budgetary changes can be sustained.

Criterion 11: Plans for the Next Five Years

Plans for the Next Five Years (2022)

The Abby Kelley Foster Charter School Board of Trustees, Administration, staff, and families will continue collectively to improve upon the great work started at Abby Kelley more than 24 years ago. The efforts we undertake for the next five years will concentrate on our academic success, family/school partnerships, facility analysis and upgrades, and setting long-term strategic priorities. During the next five years of our Charter, the board and the school administration will prioritize initiatives in the area of teaching and learning; further enhance our professional staff climate; focus on physical infrastructure and utilization, and create a plan for continued financial stability. In 2023, all members of the AKF community (parents, staff, Board, students, Administration) will have an opportunity to participate in a Strategic Planning process, which will yield our

road-map for the next few years. As part of this process, members of the school community will identify initiatives within each area which will help lead us toward the success we seek. Specifically, the school will focus on the following areas during the next phase of the charter:

- Implement initiatives in the area of teaching and learning including deployment of a MTSS system and the intentional vertical alignment in the Curriculum across the District;
- Commit to a professional staff climate with a continued focus on the recruitment and retention of diverse, qualified staff, while enhancing our teacher mentoring program;
- Evaluate, plan, and implement appropriate and needed changes to the physical infrastructure of Abby Kelley Foster taking into account utilization and long term planning;
- Assess our financial future to ensure viability, and seek opportunities for continued partnerships in areas of capital improvements, student needs, and staff retention;
- Engage families/community supporters by providing opportunities in the areas of community building, academic excellence, and extracurricular activities.

Abby Kelley Foster Charter Public School

2021-2022

Annual Report

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TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL	3
FAITHFULNESS TO THE CHARTER	
Mission and Key Design Elements	4
Amendments to the Charter	5
Access and Equity	5
Dissemination Efforts	7
ACADEMIC SUCCESS	
Academic Program	7
Student Performance	8
ORGANIZATION VIABILITY	
Organization Structure	8
Budget and Finance	8
Unaudited Statement	9
Net Assets	10
FY'23 Budget	11
Capital Plan	12
ADDITIONAL INFORMATION	
Appendix A: Accountability Plan	13
Appendix B: Student Recruitment and Retention Plan	16
Appendix C: School and Student Data	22
Appendix D: Additional Required Information	25
Appendix E: Conditions, Complaints, Attachments	25
Appendix F: Organization Chart	26

Name of School Abby Kelley Foster Charter Public School			
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, Oxford, Shrewsbury, W.Boylston, Worcester, Wachusett Regional School District
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2007, 2013, 2018
Maximum Enrollment	1426	Enrollment as of (June 30, 2022)	1422
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (June 30, 2022)	565
Final Number of Instructional Days during 2021-2022 School Year	180		
School Hours	ES: 8:30 a.m. -3:00 p.m. MS: 7:20 a.m.-2:00 p.m. HS: 7:20 a.m.-2:00p.m	Age of School as of 2021-2022 School Year	24
Mission Statement 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.			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

Abby Kelley considers parents to be the primary educators of their children and encourages them to play an active role in the school community. The faculty focuses on developing positive relationships and communication with parents. In order to foster positive relationships with our families 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 using Responsive Classroom in the elementary school. Middle and high school behavior is managed using the School's Code of Conduct. 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 character education program. The district engages in a number of community service projects that support the school's character virtues throughout the school year.

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

Date Submitted	Amendment Requested	Pending or Approved?
January 18, 2022	Enrollment Policy	Approved
September 23, 2021	Board of Trustees By-Laws	Approved

ACCESS AND EQUITY

At AKFCS we believe that parents and families are a student's first teacher and are essential to a student's social, emotional and academic life. When schools and families work together for the education of the student, they can build strong connections that result in a student with strong academic and social emotional competencies such as the capacity for empathy, self-awareness and resilience to navigate their social and emotional world.

AKFCS offered a discussion series with parents and caregivers to talk about the social emotional health of their child. There were multiple sessions to help parents and caregivers gain a better understanding of social emotional learning and will ask them to actively engage in their own growth while supporting their child's practice of social emotional skills. Discussion groups were held by executive functioning coach, Jim Dunn and our psychologist Dr. Carrie Cole.

2021-2022 Student Discipline https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1437	2			
EL	198	1			
Economically Disadvantaged	756	1			
Students with Disabilities	195	2			
High Needs	942	2			
Female	782	0			
Male	655	2			
American Indian or Alaska Native	10	0			
Asian	50	0			
African American/Black	776	0			
Hispanic/Latino	283	1			

Multi-race, Non-Hispanic/Latino	74	0			
Native Hawaiian or Pacific Islander	1				
White	243	1			

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.)
Academic Performance	Professional Development (MA Elementary Principals Association)	Elementary School Principal	Central MA school administrators	The elementary school principal continues to share best practices regarding support for diverse learners through the response to intervention model and moved forward with the MTSS implementation. Members include Sudbury, Grafton, Wayland, Belmont.
Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including

ACADEMIC PROGRAM

Students returned for the 2021-2022 school year in person in August. The delivery of instruction, just in time learning, and enhanced SEL and additional support for all learners were the focus of delivery as we transitioned back to full in person learning knowing the effects CoVID had on many of our students. The district maintained high expectations for students, faculty and staff throughout the school year, but knew additional support to achieve those expectations were needed. They were put in place, especially with the addition of a Director of Guidance and Counseling services that oversaw all efforts K-12.. The school continued to support students and families using the learning platforms that were introduced in the previous academic year. The platforms were used in the classroom as the school currently provides one to one Chromebook to all students.

All instruction was designed and delivered by the grade level and content area teacher in accordance with the established AKFCS curriculum which is aligned to the Massachusetts Curriculum Frameworks. The primary resource for student learning was the classroom and/or subject matter teacher. The district continued to implement different learning management platforms including Google Classroom to support all learners. Independent work time includes IXL, Vocabulary.com, Epic, NewsELA, Freckle, NoRedInk, and others deemed appropriate by teachers and administration. Abby Kelley Foster continues to utilize Go Guardian in the classroom. Students in grades K-8 were assessed using the I-Ready assessment system which is completed in the fall, winter and spring.

Abby Kelley Foster Charter Public School provided students with disabilities, IEP services in accordance with DESE guidelines. Students with disabilities received their full IEP services

In order to provide students with additional academic services, the district offered summer school services at the elementary, middle and high school, English learning services during the school vacation weeks and summer tutoring for our special education students. High school summer school took place in person and/or had the opportunity to attend an online course. The credit recovery on-line academy has been available for high school students prior to the pandemic school closures. The special education department offered summer school for special education students in grades K-8 for students who require summer school services to reduce regression. In addition, we hosted a three week K-5 summer school for all interested students, with a focus on small group instruction, ELA and Math skills, Social Emotional strategies, and community building.

The executive director, curriculum coordinators and building principals met regularly to plan professional development, monitor curriculum and instruction.

STUDENT PERFORMANCE

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at <https://reportcards.doe.mass.edu/2021/DistrictReportcard/04450000>

Click on the [School and District Profiles website](#) link and click the Accountability tab or by clicking on the link below. [2021 Accountability Data - Abby Kelley Foster Charter Public \(District\) \(04450000\)](#)

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 2022-2023 school year. See **Appendix F**

BUDGET AND FINANCE

The Board of Trustees voted to approve the FY'23 budget on April 27, 2022.

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2022 submission	1426
Number of students upon which FY23 budget tuition line is based	1426
Number of expected students for FY23 first day of school	1426
Please explain any variances: Student withdrawals at the end of the school year were filled by the waitlist.	

The following documents include:

- 1.Unaudited Statements**
- 2. Net Assets**
- 3. FY'23 Budget**
- 4. Capital Plan**

Abby Kelley Foster Charter Public School
Statement of Revenues, Expenses and Changes in Net Position
For the year ended June 30, 2022 (unaudited)

Operating Revenue:	
Per-Pupil Tuition	\$ 21,159,203
Per-pupil transportation	\$ 1,237,085
Grants - Government	\$ 3,879,399
Other	\$ 79,692
Program specific grants - private	\$ 1,400
Total Operating Revenue	<u>\$ 26,356,779</u>
Operating Expenses:	
Personnel and related costs:	
Salaries	\$ 13,876,971
Payroll taxes and benefits	\$ 2,425,436
Staff Development	\$ 106,512
Total Personnel and related costs	<u>\$ 16,408,920</u>
Direct Student Costs:	
Student Transportation	\$ 1,398,375
Food Services	\$ 562,380
Contracted Services	\$ 346,155
Instructional Software and Equipment	\$ 615,713
Office and classroom supplies	\$ 259,507
Other Student Activities	\$ 170,575
Total Direct Student Costs	<u>\$ 3,352,704</u>
Occupancy:	
Interest	\$ 635,292
Utilities	\$ 780,012
Facility Maintenance	\$ 808,694
Insurance	\$ 146,001
Equipment Lease	\$ 116,089
Other	\$ 7,192
Total Occupancy Costs	<u>\$ 2,493,280</u>
Other Operating Expenses:	
Professional Services	\$ 78,778
Contracted Services	\$ 274,075
Other	\$ 23,874
Dues and Subscriptions	\$ 10,410
Printing and Postage	\$ 12,859
Meetings and travel	\$ 76,028
Advertising	\$ 6,222
Total Other Operating Expenses	<u>\$ 482,247</u>
Depreciation	\$ 1,541,042
Total Operating Expenses	<u>\$ 24,278,193</u>
General Revenue:	
Interest income	\$ 6,015
Total General revenue	<u>\$ 6,015</u>
Changes in net position	\$ 2,084,601
Net Position:	
Beginning of Year	\$ 23,519,352
End of Year	<u>\$ 25,603,953</u>

Abby Kelley Foster Charter Public School
Statement of Net Position (Unaudited)
As of June 30, 2022

	<u>Total</u>
ASSETS	
Current Assets	
Bank Accounts	9,100,289.64
Accounts Receivable	14,661.77
Other Current Assets	1,972,592.12
Total Current Assets	\$ 11,087,543.53
Fixed Assets	36,209,127.30
Other Assets	0.00
TOTAL ASSETS	\$ 47,296,670.83
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	510,934.94
Credit Cards	0.00
Other Current Liabilities	1,914,746.69
Total Current Liabilities	\$ 2,425,681.63
Long-Term Liabilities	19,214,742.23
Total Liabilities	\$ 21,640,423.86
Equity	25,656,246.97
TOTAL LIABILITIES AND EQUITY	\$ 47,296,670.83

Abby Kelley Foster Charter Public School
Operating Budget
Fiscal Year 2022 (Approved 4/27/2022)

Operating Revenue:

Per-Pupil Tuition	\$	22,098,776
Per-pupil transportation	\$	1,351,579
Grants - Government	\$	3,291,938
Other	\$	159,643
Total Operating Revenue	\$	26,901,936

Operating Expenses:

Personnel and related costs:

Salaries	\$	15,330,914
Payroll taxes and benefits	\$	2,864,980
Staff Development	\$	221,948
Total Personnel and related costs	\$	18,417,842

Direct Student Costs:

Student Transportation	\$	1,444,900
Food Services	\$	435,000
Office and classroom supplies	\$	329,350
Instructional Software and Equipment	\$	463,965
Other Student Activities	\$	290,000
Contracted Services	\$	250,000
Total Student Costs	\$	3,213,215

Occupancy:

Interest	\$	645,000
Utilities	\$	864,000
Facility Maintenance	\$	760,900
Insurance	\$	158,849
Equipment Lease	\$	85,000
Other	\$	15,000
Total Occupancy Costs	\$	2,528,749

Other Operating Costs:

Contracted Services	\$	351,120
Meetings and travel	\$	103,793
Professional Services	\$	3,000
Dues and Subscriptions	\$	250,000
Other	\$	49,000
Advertising	\$	20,000
Printing and Postage	\$	5,500
Total Other Operating Costs	\$	782,413

Depreciation	\$	1,654,836
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Total Operating Expenses	\$	26,597,055
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General Revenue:

Interest Income	\$	3,000
Total General revenue	\$	3,000

Changes in net position	\$	307,881
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Net Position:

Beginning of Year	\$	23,519,352
End of Year	\$	23,827,233

CAPITAL PLAN - FY-2019-FY'2027

Abby Kelley Foster Charter Public School Estimated 10 Year Capital Plan - FY2019 thru FY2027		
Location	Project Description	
Elementary	Front Replacement	\$ 10,000
Elementary	Lighting retrofit change current T12, T8 to LED	\$ 100,000
Elementary	Brick Repointing	\$ 50,000
Middle School	Exterior Stairwell Drain - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	BRM Space roof leak	\$ 50,000
Middle School	Plumbing - Enhance and segregation of plumbing,	\$ 100,000
Middle School	Lighting retrofit change current T12, T8 to LED	\$ 75,000
High School	Epoxy Flooring - Resurface epoxy flooring in kitchen	\$ 30,000
High School	Parking Lot	\$ 575,000
Middle School	HVAC Upgrade - Enhance HVAC for climate control.	\$ 2,500,000
System Wide	Security Camera Installation - Installation of security cameras throughout buildings and grounds.	\$ 120,000
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
Activity Center	Building Upgrades	\$ 65,000
Total 10 Year Estimated Capital Plan- Building & Grounds		\$ 5,000,000

Appendix A

	2021-22 Performance (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	99% of our 12 th grade IB students scored a 3 or higher on the International Baccalaureate exam. 166/168 scored 3 or higher and 20 out of 21 students received their full IB diploma.
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 were held monthly in person to monitor lesson planning using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator and/or the principal.
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	All teachers and administrators attended two or more professional development sessions in their subject matter totaling 86,912.30. Maintenance, food services and administrative support staff are not included in the data collection, however, they were mandated to attend K-12 wide PD on Conflict resolution and DEI training. 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.	Met	Three teachers in grades 8-10 attended virtual IB training in the areas of art, Spanish, physics and English Literature. Presently, 77% of the core subject matter teachers have been trained in the IB method.
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.	Met	100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews regarding the IB approaches to learning. 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 virtually and in person in the instrumental and vocal program demonstrated musical competence as measured by a solo

		performance assessment. Student performances including 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	The music department increased their visibility virtually during the school year including virtual concerts, you tube performances, and virtual musicals. https://www.youtube.com/watch?v=rWOztckOOIQ

	2021-22 Performance (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.	NM	The school determined that a more inclusive and expanded school culture survey was necessary due to the impact of the pandemic on our families. The survey did not specifically ask this question. However, we did ask the question slightly differently than Do you feel your student has a trusted adult at school. <i>More than 64% of families felt their student was comfortable or extremely comfortable in asking for help from an adult at school.</i> We also surveyed other important topics for families such as Barriers to Engagement, School Safety, Readiness for Learning, and School Fit. The results of the survey are available for the review.
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.	NM	Due to Covid restrictions the school could not host in person character virtue breakfasts. However, the school hosted virtual character awards which both students and parents attended.
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.	NM	Sessions regarding IB, college and career career were hosted virtually during the fall of 2021. Due to Covid restrictions, sessions were hosted virtually and recorded for families to view at their convenience; data regarding the percentage of families attending the sessions were not recorded.
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 2022 met the requirement for community service as part of their graduation requirement.
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 staff and/or coordinated community service activities to support Worcester Food Bank, Friendly House, Earth Day Clean up and Abby's House, a domestic abuse shelter
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	Met	The Elementary Principal met with members of the Regional Principals Group. Members include Sudbury, Grafton,

Kelley Foster's response to the intervention model and/or co-teaching model.		Wayland, Belmont to share best practices regarding the MTSS model of support for all learners. 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 HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the 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 meetings virtually. Documentation maintained by the IB coordinator.

Appendix B

School Name: Abby Kelley Foster Charter Public School

2021-2022 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. 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 2021-2022 academic school year began in October and concluded in February. 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. Demographic data is not available until the school reopens and kindergarten screening will be completed in the fall for students who did not attend the May screening. The Special Education Director collaborates with the Community Healthlink, and the MultiCultural 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 2022-2023

General Recruitment Activities:

- The school's open enrollment campaign begins in October and concludes in February 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 Announcements (open house dates and deadlines) were on social media and websites.
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.
- Parent Information Sessions (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 recruit 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 Director of Guidance and Counseling Supports, special education director and EL Director to host parent meetings to educate our families regarding community resources.
- Community Partnerships with more than 50 area nonprofits (YMCA, Girls Inc, Friendly House, Boys and Girls Club, etc.)

Recruitment Plan –Strategies 2022-2023
List strategies for recruitment activities for each demographic group.

Special Education Students/students with disabilities

<p align="center">Special Education (a) CHART data</p> <p>School percentage: 13.3 %</p> <p>GNT percentage:14.0%</p> <p>CI percentage: 14.3%</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p align="center">(b) 2021-22 Strategies</p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Due to Covid restrictions some strategies and partnerships were not available for in-person. • The Special Education Department will collaborate with Community HealthLink to support the mental health needs of the students including making in school referrals for services. • The Special Education Director will collaborate with the Elementary School staff to provide information to kindergarten applicants regarding the school's special education program. • The Special Education Director and/ or the Special Education Coordinator provides kindergarten applicants with information regarding the school's speech and language programs. • The Special Education Director will collaborate with the 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 (related services providers) regarding the school's enrollment process. • The Special Education Director will collaborate with the Multicultural Wellness Center, Boys and Girls Club, Girls Inc, YMCA, and Friendly House to provide enrollment information for families with children with a disability. • The Special Education Director will collaborate with Assumption College School of Counseling to provide families with programmatic information. • The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability. • The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information. • The enrollment office will provide families with information regarding the school's special education program. • The Special Education Director will review the special education programs with interested families as requested.
	<p align="center">(c) 2022-23 Additional Strategy(ies), if needed</p> <p><input checked="" type="checkbox"/> 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.</p> <p>The special education department will continue to be present for parent information sessions to educate parents regarding our programs and maintain</p>

	<p>partnerships with community leaders and enhance the Kindergarten screening process.. The incoming students in Kindergarten may not have been identified as requiring special education. Students entering the 21-22 school year who previously attended WPS school were not evaluated or provided services consistently during their preschool years.</p>
<p>EL (a) CHART data</p> <p>School percentage: 13.7 % GNT percentage: 11.6% CI percentage:13.5 %</p> <p>The school is GNT percentages and above CI percentages</p>	<p>(b) 2021-22 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The English Learner Director will collaborate with the Enrollment office to participate in the open house sessions. • The EL Director participates in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • The EL Director will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as EL. • The Enrollment Office will ensure that translated information is 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 learners services within the school and the community. • The school will provide information on the school's website regarding the EL program with applications available in Spanish, Portuguese, Twi Vietnamese, Polish which are our predominant languages.
	<p>(c) 2022-23 Additional Strategy(ies), if needed</p> <p>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>Economically Disadvantaged (a) CHART data</p> <p>School percentage: 48.0 GNT percentage:34.8% CI percentage: 39.2</p> <p>The school is <u>above</u> GNT percentages</p>	<p>(b) 2021-22 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 Boys and Girls Club, Girls Inc, YWCA, YMCA, Friendly House and ArtReach, after school program for Worcester public school families

	<ul style="list-style-type: none"> The Enrollment Coordinator will continue to coordinate with the after school program to host a parent information session.
	Recruitment Plan -2022-23 Strategies
<u>Students who are sub-proficient</u>	<p align="center">(d) 2021-22 Strategies</p> <ul style="list-style-type: none"> Abby Kelley Foster Charter Public School will continue to review Worcester Public School demographic information provided by Worcester Regional Research Bureau. Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. The Special Education Director and EL Director 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.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2021-22 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

Retention Plan 2022-23

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2021-2022 Retention Plan.
<p align="center">2021-2022 Implementation Summary:</p> <p>Abby Kelley Foster's current retention rate is 94% and has remained in this range over the past ten years. The enrollment coordinator continues to speak with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer.</p> <p>The enrollment coordinator meets with interested families and those who are transferring. The students transferring from Abby Kelley Foster at the end of the 2021-2022 school year are moving out of state, attending a vocational school, private high school or returning to their home district for more competitive sport programs. Our school cannot accommodate the vocational program select parents and students are seeking.</p>

Overall Student Retention Goal	
Annual goal for student retention (percentage):	94.2%

Retention Plan –2022-23 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage: 6.9 % Third Quartile: 18.7 %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2021-22 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 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> <p>(c) 2022-23 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: 3.1% Third Quartile: 18.4%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2021-22 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) 2022-2023 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 school year. No retention strategies needed.</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 5.0 % Third Quartile: 17.3 %</p>	<p>(b) 2021-2022 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p>

<p>The school is below third quartile percentages.</p>	<p>The school guidance counselors will host parent/community sessions at times convenient for families 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, among others.</p> <p>(c) 2022-23 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) 2021-22 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.</p> <p>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 has offered ELL assistance sessions during school vacation weeks, and EL students were part of the summer school in 2022.s.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2021 -22 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> <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 of school.</p>

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=04450000&orgtypecode=5&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	778	54.6
Asian	42	3.0
Hispanic	292	20.5
Native American	7	0.5
White	228	16
Native Hawaiian, Pacific Islander	0	0.1
Multi-race, non-Hispanic	75	5.3
Special education	189	13.3
Limited English proficient	221	15.5
Economically Disadvantaged	982	68.9

ADMINISTRATIVE ROSTER FOR THE 2021-22 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Heidi Paluk, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2020	
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	January 30, 2022
Brian Gero, Acting Middle School Principal	implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July, 1 2001 January 1, 2022 (acting principal)	
Kelly Gould, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2021	
Amelie Tambollo, Director of ESL	Oversees the ESL program	March 12, 2008	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Alisha Carpino, Director of Finance and Operations	Administers and oversees all business transactions including budget development.	September 20, 2020	

Gabriel Beltran, Director of IT	Administer and oversee all aspects of security, information technology, and infrastructure to support the school.	August 25, 2021	
Dr. Carrie Cole, Director of Guidance and Counseling Services	Administers and oversees all guidance staff, counselings, behaviors, SEL implementations and MTSS models.	July 1, 2021 although had been our School Psychologist prior	
Mike Grennon, Director of Facilities	Oversees the operation of the three school buildings and fields	January 1, 2019	July 26, 2022

TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR				
	Number as of the last day of the 2021-22 school year	Departures during the 2021-2022 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	119	13	20	Salary, school closer to home, retirement, moved out of state.
Other Staff	106	3	2	Retirement, contract not renewed

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members identified in the Board Member Management System as of August 1, 2022	5
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11

BOARD MEMBERSHIP DURING THE 2021-2022 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Celia Blue	Chair	Finance Facilities	3	9/6/2011-6/30/2014 7/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-6/30/2023
Patrick Royce	Treasurer	Finance Facilities	2	12/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-7/1/2023
Shelley Yarnie	Clerk	Education	1	7/1/2017-6/30/2020
Bibiche Zagabe-Ndiku	Member	Finance Facilities	1	2/29/2020-6/30/2022
Amy Vernon	Member	Education	0	4/6/2020-6/30/2023
Jei Park	Member	Education	0	10/6/2020-6/30/2023 Resigned Effective February 20, 2022

2022-2023 BOARD OF TRUSTEE MEETING SCHEDULE	
Date/Time	Location
August 31 6:30 PM	High School Auditorium
September 28 6:30PM	High School Auditorium
October 26 6:30PM	High School Auditorium
December 21 6:30PM	High School Auditorium
January 25 6:30PM	High School Auditorium
March 29 6:30PM	High School Auditorium
April 26 6:30 PM	High School Auditorium
May 24 6:30 PM	High School Auditorium
June 28 6:30 PM	High School Auditorium

COMMITTEE MEETING SCHEDULES FOR THE 2022-2023 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Education	August 12 8:00 am	MS Conference Room
Finance and Facilities	August 19 8:00 am	
Education	September 9 8:00am	MS Conference Room
Finance and Facilities	September 16 8:00 am	
Governance	September 2 8:00 am	
Education	October 14 8:00 am	MS Conference Room
Finance and Facilities	October 21 8:00 am	
Education	November 10 8:00 am	MS Conference Room
Finance and Facilities	November 18 8:00 am	
Education	December 9 8:00 am	MS Conference Room
Finance and Facilities	December 16 8:00 am	
Governance	December 2 8:00am	
Education	January 13 8:00 am	MS Conference Room
Finance and Facilities	January 20 8:00 am	
Education	February 10 8:00 am	MS Conference Room
Facilities and Finance	February 17 8:00 am	
Education	March 10 8:00 am	MS Conference Room
Finance and Facilities	March 17 8:00 am	
Governance	March 3	
Education	April 6 8:00 am	MS Conference Room
Finance and Facilities	April 15 & 20 8:00 am	
Education	May 12 8:00 am	MS Conference Room
Finance and Facilities	May 29 8:00 am	
Education	June 9 8:00 am	MS Conference Room
Finance and Facilities	June 16 8:00 am	
Governance	June 2 8:00 am	MS Conference Room

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

Position	Name	Email Address	No Change/ New/Open Position
Executive Director	Heidi Paluk	Hpaluk@akfcs.org	No Change
Board of Trustees Chairperson	Celia Blue	cblue@akfcs.org	No Change
Special Education Director	AnnMarie Little	amlittle@akfcs.org	No Change
MCAS Test Coordinator	Robert Kerr, Jess Regan	rkerr@akfcs.org jregan@akfcs.org	No Change
SIMS Coordinator/Contact	Gretchen Spencer	gspencer@akfcs.org	No Change
English Language Learner Director	Amelie Cabral	acabral@akfcs.org	No Change
School Business Official	Alisha Carpino	arcarpino@akfcs.org	No Change
Admissions and Enrollment Coordinator	Angela Bates	abates@akfcs.org	No Change

Facilities

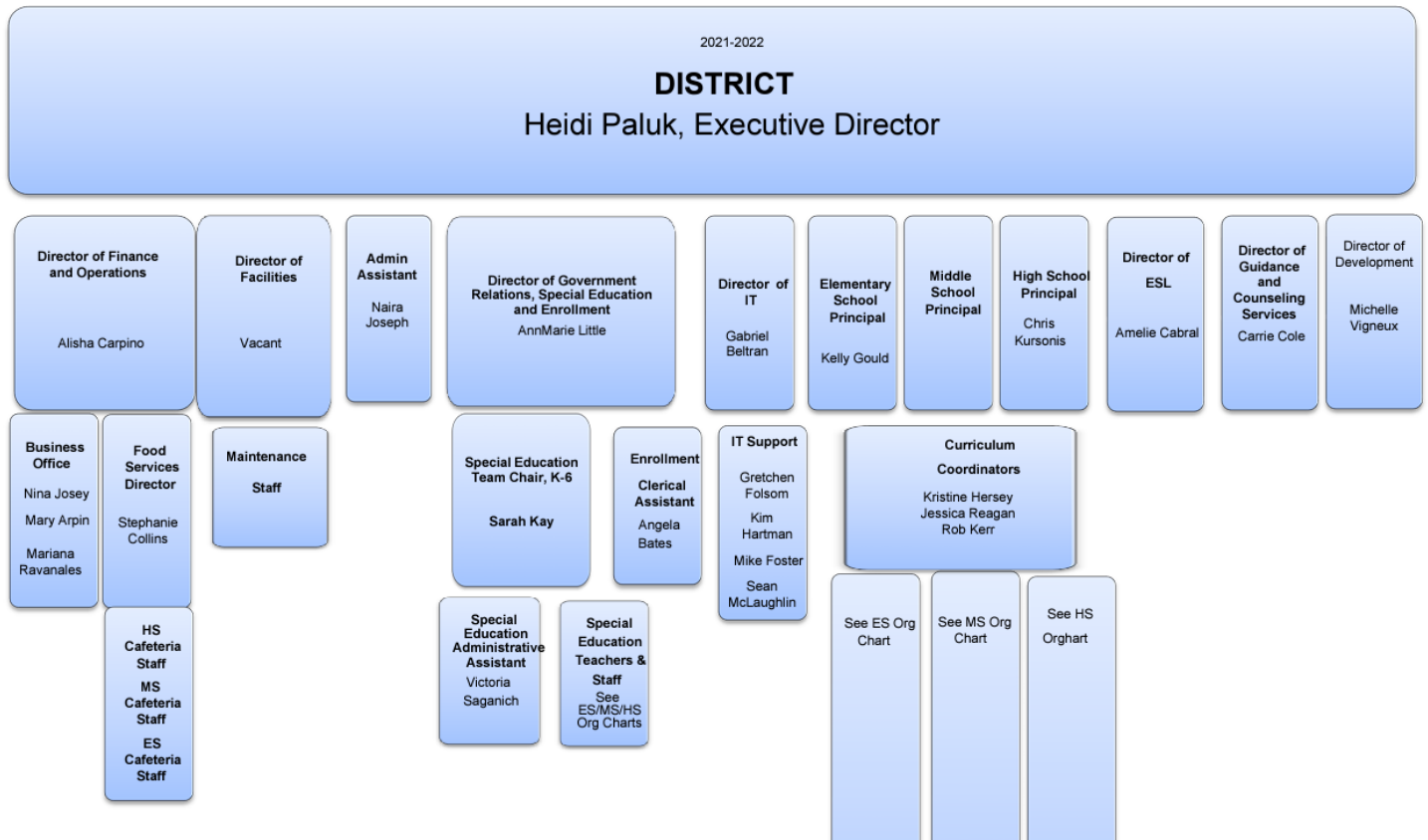
Location	Dates of Occupancy
K-12 10 and 6 New Bond Street Worcester, MA 01606	1998-Present

Enrollment

Action	2022-23 School Year Date(s)
Student Application Deadline	February 28, 2023
Lottery	March 8, 2023

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS: NOT APPLICABLE

APPENDIX F



ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL

ACCOUNTABILITY PLAN

FAITHFULNESS TO CHARTER

	Charter Term Performance				Evidence
	M (Met)				
	NM (Not Met)				
	2	2	2	2	
	0	0	0	0	
	1	1	2	2	
	8	9	0	1	
-	-	-	-		
1	2	2	2		
9	0	1	2		
Objective: The School will provide students with an excellent education outcome by implementing the International Baccalaureate Programme (IB).					
Measure: 70% of the Grade 12 students participating in the IB Programme will achieve a score of 3 or higher on the IB exam annually.	M	NM	M	M	2018-19: 93% of the grade 12 students participating in the IB Programme scored 3 or higher on the annual IB exam. 2019-20: The International Baccalaureate Programme Organization canceled the exams for the class of 2020 cohort due to Covid. 2020-21: 98% of the grade 12 students participating in the IB Programme scored 3 or higher on the annual IB exam. 2021-22: 99% of the grade 12 students participating in the IB Programme scored 3 or higher on the annual IB exam. 166/168 scored 3 or higher and 20 out of 21 students received their full IB diploma.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	M	M	M	M	2018-19: Department meetings held monthly are using backward design to ensure the lower grades are aligning the curriculum to ensure background information and skill development align with the IB program requirements.

					<p>2019-20 Department meetings held monthly are using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives.</p> <p>2020-21: Department meetings held monthly are using backward design to ensure the lower grades are aligning the curriculum to ensure background information and skill development align with the IB program requirements.</p> <p>2021-22: Department meetings held monthly are using backward design to ensure the lower grades are aligning the curriculum to ensure background information and skill development align with the IB program requirements.</p>
Objective: The school will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.					
<p>Measure: Each year, 85% of the K-12 staff with attend a minimum of two professional development sessions in their subject area.</p>	M	M	M	M	<p>2018-19: 118 teachers and administrators attended two or more professional development sessions in their subject matter totaling \$91,300.</p> <p>2019-20: Teachers and administrators attended traditional professional development sessions up until March 2020. Due to Covid closures, the school did not compile the data for the remainder of the year.</p> <p>2020-21: Teachers and administrators attended two or more professional development sessions in their subject matter totaling \$52,963.</p> <p>2021-22: All teachers and administrators attended two or more professional development sessions in their subject matter totaling \$86,912.30.</p>
<p>Measure: Over the course of the charter term, 50% of the core teachers in grades 8-10 will be trained in the IB method.</p>	NM	NM	NM	M	<p>2018-19: Five teachers attended trainings in the IB method and Middle Years Programme.</p> <p>2019-20: Three teachers attended trainings in literature and Spanish, the remaining sessions were canceled due to Covid.</p> <p>2020-21: Three teachers in grades 8-10 attend virtual training in the IB method.</p> <p>2021-22: 77% of the core subject matter teachers in grades 8-10 have been trained in the IB method.</p>

Measure: By the end of the charter term, 85% of the grades 8-10 teachers will use the IB method in their instruction as demonstrated via the teacher evaluation system.	NM	NM	M	M	<p>2018-19: 100% of the 8-10 teachers were subject to three observations and lesson plan review regarding the IB approach to learning. 85% of the grade 10 teachers successfully implemented the IB approach.</p> <p>2019-2020: 100% of the teachers in grades 8-10 were subject to one or two observations and lesson plan reviews regarding the IB approaches to learning. Of that number, the IB coordinator focused on Grade 10 Spanish, Art, Literature. However, this model was interrupted due to the school closure. Final teacher evaluations and observations are documented in TeachPoint.</p> <p>2020-21: 100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews. The IB coordinator focused on research skills and plagiarism.</p> <p>2021-22: 100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews</p>
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	Charter Term Performance				Evidence
	M (Met)				
	NM (Not Met)				
	2	2	2	2	
	0	0	0	0	
	1	1	2	2	
	8	9	0	1	
-	-	-	-		
1	2	2	2		
9	0	1	2		
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	M	M	M	M	2018-19: 100% of the seniors participating virtually and in person in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment

musical instrument by their senior year as measured by a solo performance assessment annually.					<p>2019-20: 100% of the seniors participating virtually and in person in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment.</p> <p>2020-21: 100% of the seniors participating virtually and in person in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment.</p> <p>2021-22: 100% of the seniors participating in the instrumental vocal program demonstrated musical competency as measured by a solo performance assessment.</p>
<p>Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.</p>	M	NM	M	M	<p>2018-19: 90% of the choir, band, and stings traveled to Philadelphia's historical sites to perform. Music performances included: Nutcracker, Rainers, Bravehearts, Worcester Youth Orchestra. Documentation is maintained by the music director.</p> <p>2019-20: The school did not meet this measure due to the school closure. Spring music performances would have included: Rainers, Bravehearts, and Worcester Youth Orchestra.</p> <p>2020-21: The music department increased their visibility virtually during the school year including virtual concerts, you tube performances and virtual musicals.</p> <p>https://drive.google.com/file/d/1w9pIOSnAsLmhueXp5x1u_4wAdg6WJA-/view</p> <p>2021-22: The music department went back to inperson concerts for grades K-12, performed at community events like City of Worcester tree lighting and the Bravehearts game, and competed in MICCA where we took home a gold medal and then were invited to perform for the state at Mechanics Hall Showcase.</p> <p>https://www.youtube.com/watch?v=rWOztckOOIQ</p>
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.					
<p>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.</p>	NM	NM	NM	NM	<p>2018-19: 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.</p> <p>2019-20: The survey was postponed due to the school closure.</p>

					<p>2020-21: The District determined to postpone the survey due to the number of surveys parents received during the school year.</p> <p>2021-22: The school determined that a more inclusive and expanded school culture survey was necessary to due to impact of the pandemic on our families. The survey did not specifically ask this question. However, we did ask the question slightly different than Do you feel your student has a trusted adult at school. More than 64% of families felt their student was comfortable or extremely comfortable in asking for help from an adult at school.</p> <p>We also surveyed other important topics for families such as Barriers to Engagement, School Safety, Readiness for Learning, and School Fit. The results of the survey are available for the review.</p>
<p>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.</p>	M	M	NM	NM	<p>2018-19: 83% of the parents of middle school students who were nominated for character education awards attended the character education breakfast.</p> <p>2019-20: 85% of the parents of middle school students who were nominated for character education awards attended the character education breakfast prior to the school closure. The remaining events were canceled</p> <p>2020-21: Due to Covid restrictions the school did not host character virtue breakfasts. However, a virtual awards ceremony was provided</p> <p>2021-22: Due to Covid restrictions the school did not host character virtue breakfasts. However, a virtual awards ceremony was provided</p>
<p>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.</p>	M	M	M	NM	<p>2018-19: 61% of the high school parents attended one of the information sessions hosted by the guidance and/or IB department.</p> <p>2019-20: 50% of the families attended school information sessions regarding IB, financial planning, college and career planning prior to school closure, however, due to Covid restriction end of year meetings were held virtually.</p> <p>2020-21: 50% of the families attended virtual school information sessions regarding IB, financial planning, college and career planning.</p>

					2021-22: Sessions regarding IB, college and career person were hosted virtually during the fall of 2021. Due to Covid restrictions, sessions were hosted virtually and recorded for families to view at their convenience. Data regarding the percentage of families attending the sessions was not recorded.
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	Charter Term Performance				Evidence
	M (Met)				
	NM (Not Met)				
	2	2	2	2	
	0	0	0	0	
	1	1	2	2	
	8	9	0	1	
	-	-	-	-	
	1	2	2	2	
	9	0	1	2	
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.	M	M	NM	M	<p>2018-19: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.</p> <p>2019-20: The class of 2020 completed the required 50 hours of community service.</p> <p>2020-21: The Class of 21 requirements for community services was waived due to Covid restrictions.</p> <p>2021-22: The Class of 2022 completed the requirements for community service graduation hours.</p>
Measure: Each year, the Elementary School and Middle School students will each complete a	M	NM	M	M	<p>2018-19: 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.</p>

minimum of two school-based community service projects					<p>Classroom teaches maintain documentation regarding community services projects and published in the school newsletters</p> <p>2019-20: The elementary and middle school coordinated community service activities to support the Worcester County Food Bank, recycling, and letters to soldiers. However, the spring events were canceled due to school closure</p> <p>2020-21: The elementary and middle school staff coordinated community service activities to support Bucky's Food Pantry, Good Samaritan Food Pantry, Coalition for a Healthy Worcester, Earth Day Clean up and Abby's Attic. The school district held fundraisers for the families of the district who lost their home to a fire and those impacted by death of a family member due to Covid.</p> <p>2021-22: The elementary and middle school staff coordinated community service activities to support Abby's House, Read Across America, Greater Worcester Community Food Bank, Earth Day Clean up and Abby's Attic.</p>
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 the intervention model and/or co-teaching model.	M	M	M	M	<p>2018-19: The Elementary Principal met monthly with the principal of Nelson Place (WPS) to coordinate the RTI programming and supports.</p> <p>2019-20: The Elementary Principal met monthly with the principal of Nelson Place (WPS) to coordinate student support programming through the month of February.</p> <p>2020-21: The Elementary Principal met virtually with the principal of Nelson Place (WPS) to coordinate student support programming and special education services.</p> <p>2021-22: The Elementary Principal met with members of the Regional Principals Group. Members include Sudbury, Grafton, Wayland, Belmont to share best practices regarding the MTSS model of support for all learners. Documentation maintained by the ES principal.</p>
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.	M	M	M	M	<p>2018-19: The high school IB teachers attended 8 GIBS round table meetings during the 18-19 school year.</p>

					<p>2019-20: The high school IB teachers attended 10 GIBS round table meetings during the 19-20 school year. Documentation maintained by the IB coordinator.</p> <p>2020-21: The HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the school year.</p> <p>2021-22: The HS IB teachers and IB Coordinator participated in virtual meetings in their subject matter throughout the school year. The IB Coordinator participated in the IB Global Conference in July 2022, which includes North, South, Central America and European participants to share best practices in the IB method.</p>
<p>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.</p>	M	M	M	M	<p>2018-19: Abby Kelley Foster hosted the GIBS regional IB Coordinators meeting on October 5, 2019.</p> <p>2019-20: Abby Kelley Foster hosted the GIBS regional IB Coordinators meeting on September 25 October 5 and February 27 2020.</p> <p>2020-21: Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation maintained by the IB coordinator.</p> <p>2021-22: Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation maintained by the IB coordinator.</p>

Dear Superintendent ,

This email includes all of your responses to the FY22 Student Opportunity Act Amendment. If you have any questions, please reach out to SOAPPlans@doe.mass.edu

org_name

Abby Kelley Foster Charter Public School

student_groups

Special education, English learner and economically disadvantaged

rationale

The Abby Kelley Foster Charter Public School strategic plan prioritizes recruiting, developing, and retaining high quality school personnel in all areas while committing to invest in our employees, encourage innovation, and celebrate success. Additionally, we are committed to providing our students with a rigorous and well-rounded education which reflects the mission of liberal arts and character formation while preparing every student for academic success, college and career readiness, and active participation in a global community.

Student learning is monitored throughout the year with the use of both formal and informal assessments. These assessments provide useful information for our data teams and administration. Curriculum, instruction, and assessment are adjusted as needed to support student learning. A review of student data indicates increasing academic support services for our special education, English learner and economically disadvantaged populations. The students have been identified based on I-Ready, MCAS, internal and external assessments and the Response to Intervention Teams.

ebp_narrative

Abby Kelley Foster Charter Public School will continue to empower the curriculum coordinators at each school (Elementary, Middle and High) to provide support to educators in the area of curriculum selection, development, and implementation, as well as data analysis and professional development. The Curriculum Coordinators guide educators through prioritizing and aligning standards in curriculum design to ensure a guaranteed and viable curriculum for all students. When the analysis of student assessments identifies that there is a need for a new curriculum, the coordinators investigate curriculum programs, organize trial pilots, and promote supplementing programs when Massachusetts standards are not addressed or additional emphasis is needed on specific areas. They also facilitate common planning while reiterating the Understanding by Design model for all curriculum development. Curriculum Coordinators work with district leadership to advise teachers on specific instructional strategies. The curriculum coordinators guide teachers through data informed decision making. This data is also used to determine building level professional development needs. Curriculum coordinators

continue to plan and support implementation of high quality curriculum and professional development to improve student outcomes.

Diversifying the educator/administrator workforce through recruitment and retention
Abby Kelley Foster Charter Public School is committed to recruit, develop, and retain a diverse and talented staff who will maintain high expectations and achievement for all students while creating a culture of care and respect. Building and nurturing relationships with our students, staff, and families is a priority. These relationships are central to our Mission and to students' learning. Abby Kelley Foster Charter Public School has recently convened a Diversity-Equity-Inclusion Committee that has representation from teachers, families, students, community members, administration and Board Members. The goal of the Committee is to ensure that Abby Kelley will continue to be an inclusive and culturally responsive learning environment where staff, faculty, and administration continue to provide a high quality education that benefits all students.

This year, the committee will develop and oversee the implementation of a Diversity-Inclusion-Equity plan that includes initiatives paired with measurable goals and actions focused on continuous improvement for all students. To support the goals of the DEI Committee, we propose the following action items as part of our plan:

Creating, distributing, and analyzing a survey for students, staff, and families that will measure the student perceptions of teaching and learning and the culture of our school community. We will be using Panorama or a similar tool for these surveys.

Using the results of the surveys, as well as other informed conversations, Curriculum Coordinators, along with the DEI Committee will establish relevant professional development opportunities on culturally responsive teaching practices and brain based learning research. The DEI Committee will work with our Subject Matter Expert (consultant) to determine in partnership with Curriculum Coordinators potential guest speaker(s) for students, staff, and families who will broaden the understanding and support to create a culture of care and respect that will improve the educational outcomes for all students.

The District will use services like Nemnet as well as an intentional approach to broaden our recruitment strategies with the goal of increasing our staff diversity through our hiring practices. The District will support teacher leadership opportunities and professional growth that are incentivized through stipends, career advancement, and allocated reimbursement for coursework especially in the areas of cultural competency.

AKFCS intends to use SOA funding to deepen and broaden the important work that has been started with our DEI Committee. The additional resources will help to provide the continued professional development and growth, as well as, strengthen relationships with our students, staff, and families.

historcial_ebp1

Supporting educators to implement high quality, aligned curriculum

historcial_ebp2

Diversifying educator workforce

historcial_ebp3

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historcial_ebp4

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historcial_ebp5

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how_engage

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. Parental support is critical to our School's success.

Abby Kelly Foster Charter Public School provides a unique educational opportunity to all students, regardless of ability or English proficiency. After extensive research on effective instructional practices, Abby Kelley Foster Charter Public School implements an academic program which supports all types of learning styles.

Student academic and behavior expectations must be consistently shared between AKFCS and parents. Parents are expected and encouraged to take an active role in their child's education and our teachers and administrators are focused on establishing and maintaining strong working relationships with our families. The school's accountability plan and student recruitment and retention plan includes goals and objectives to support special education students, English learners, and economically disadvantaged students in the district.

Parents have the opportunity to participate in a number of parent/community involvement activities. Parent involvement opportunities may include, but are not limited to: Back to School Night, Parent Teacher Organization meetings, Parent Advisory Council, literacy nights, parent teacher meetings, International Baccalaureate Program Information nights, College and Career information nights, College Finance Information, Social Emotional Workshops, Watch Dogs, Board of Trustee meetings and volunteering during the school day or after school programs. The School provides all parents/guardians with monthly newsletters detailing academic programs/support services, school events and activities. All notices are distributed to each student and available on the School's website. Parents also receive quarterly report cards and progress reports. The English Language Director is responsible for translations.

stakeholder

The Abby Kelley Foster Charter Public School Board of Trustees held various listening sessions with members of the school community which includes students, parents, teachers, and staff. The school community supports increasing the diversity of the school staff and increasing opportunities to collaborate with outside service providers for the benefit of our students.

The Diversity, Equity, and Inclusion Committee has been holding regular meetings since in March 2019 and has continued throughout the current school year both in person and virtually. The members of the committee are committed to increasing professional development, bringing awareness to, and enhancing teaching practices to ensure Abby Kelley Foster Charter Public School is an inclusive and culturally responsive learning environment.

The following stakeholders engaged in the process include: Board of Trustees; Executive Director; Elementary, Middle and High School Principals; Assistant Principal of High School/Curriculum Coordinator, Director of Special Education; Middle School Curriculum Coordinator; and the Diversity, Equity, and Inclusion Committee, which includes the Board Chair, Elementary Curriculum Coordinator, Subject Matter Expert, parents, 8th Grade Special Education Teacher, High School Art Teacher, and High School Students.

vote_date

7/29/2020

esser_ii

\$1,384,268

ch_70

esser_iii

\$3,088,585

Page 3 Questions

1. You are completing this survey as Abby Kelley Foster Charter Public School. Is the information above correct?

Yes, this information is correct.

2. Please enter your first and last names

Heidi Paluk

3. Please enter your title

Executive Director

4. Please enter your email address

hpaluk@akfcs.org

5. Confirm email address

hpaluk@akfcs.org

Page 4 Questions

6. Which student groups are you targeting for gap closing?

English learners and former English learners, Students with disabilities, African American/Black students

7. Please provide your rationale for selecting these student groups, including the gaps you are addressing for each student group. Your original rationale is below, and can be revised or replaced as needed.

The Abby Kelley Foster Charter Public School strategic plan prioritizes recruiting, developing, and retaining high quality school personnel in all areas while committing to invest in our employees, encourage innovation, and celebrate success. Additionally, we are committed to providing our students with a rigorous and well-rounded education which reflects the mission of liberal arts and character formation while preparing every student for academic success, college and career readiness, and active participation in a global community.

Student learning is monitored throughout the year with the use of both formal and informal assessments. These assessments provide useful information for our data teams and administration. Curriculum, instruction, and assessment are adjusted as needed to support student learning. A review of student data indicates increasing academic support services for our special education, English learner and economically disadvantaged populations. The students have been identified based on I-Ready, MCAS, internal and external assessments and the Response to Intervention Teams.

Page 5 Questions

8. Please review the summary narrative describing how you selected your program(s). You may revise it as needed. This question was optional and therefore may be blank.

Abby Kelley Foster Charter Public School will continue to empower the curriculum coordinators at each school (Elementary, Middle and High) to provide support to educators in the area of curriculum selection, development, and implementation, as well as data analysis and professional development. The Curriculum Coordinators guide educators through prioritizing and aligning standards in curriculum design to ensure a guaranteed and viable curriculum for all students. When the analysis of student assessments identifies that there is a need for a new curriculum, the coordinators investigate curriculum programs, organize trial pilots, and promote supplementing programs when Massachusetts standards are not addressed or additional emphasis is needed on specific areas. They also facilitate common planning while reiterating the Understanding by Design model for all curriculum development. Curriculum Coordinators work with district leadership to advise teachers on specific instructional strategies. The curriculum coordinators guide teachers through data informed decision making. This data is also used to determine building level professional development needs. Curriculum coordinators continue to plan and support implementation of high quality curriculum and professional development to improve student outcomes.

Diversifying the educator/administrator workforce through recruitment and retention

Abby Kelley Foster Charter Public School is committed to recruit, develop, and retain a diverse and talented staff who will maintain high expectations and achievement for all students while creating a culture of care and respect. Building and nurturing relationships with our students, staff, and families is a priority. These relationships are central to our Mission and to students' learning. Abby Kelley Foster Charter Public School has recently convened a Diversity-Equity-Inclusion Committee that has representation from teachers, families, students, community members, administration and Board Members. The goal of the Committee is to ensure that Abby Kelley will continue to be an inclusive and culturally responsive learning environment where staff, faculty, and administration continue to provide a high quality education that benefits all students.

This year, the committee will develop and oversee the implementation of a Diversity-Inclusion-Equity plan that includes initiatives paired with measurable goals and actions focused on continuous improvement for all students. To support the goals of the DEI Committee, we propose the following action items as part of our plan:

Creating, distributing, and analyzing a survey for students, staff, and families that will measure the student perceptions of teaching and learning and the culture of our school community. We will be using Panorama or a similar tool for these surveys.

Using the results of the surveys, as well as other informed conversations, Curriculum Coordinators, along with the DEI Committee will establish relevant professional development opportunities on culturally responsive teaching practices and brain based learning research.

The DEI Committee will work with our Subject Matter Expert (consultant) to determine in partnership with Curriculum Coordinators potential guest speaker(s) for students, staff, and families who will broaden the understanding and support to create a culture of care and respect that will improve the educational outcomes for all students.

The District will use services like Nemnet as well as an intentional approach to broaden our recruitment strategies with the goal of increasing our staff diversity through our hiring practices.

The District will support teacher leadership opportunities and professional growth that are incentivized through stipends, career advancement, and allocated reimbursement for coursework especially in the areas of cultural competency.

AKFCS intends to use SOA funding to deepen and broaden the important work that has been started with our DEI Committee. The additional resources will help to provide the continued professional development and growth, as well as, strengthen relationships with our students, staff, and families.

9. Which Evidence-Based Programs will your district implementing to reduce gaps in learning experiences and outcomes for targeted student groups? We strongly recommend selecting no more than four.

12. Diversifying the educator/administrator workforce through recruitment and retention (D and H),4. Supporting educators to implement high-quality, aligned curriculum (E and F)

Page 6 Questions

10. Please confirm the EBP selection above.

11. Please describe your rationale for selecting this EBP. (This question is optional)

12. For which of the student groups you selected above do you anticipate seeing the greatest impact in terms of closing learning experiences and outcomes gaps as this EBP is implemented?Select one or more student groups.

13. Estimated number of students served by this EBP:Please enter numbers only

14. How is your district utilizing funds to implement this Evidence-Based Program? (This question is required.)

Budget Item: ,,,,

Total Amount: ,,,,

Number of FTE: ,,,,

Foundation Category: ,,,,

Funding Source: ,,,,

15. My budget table requires additional rows for data entry.

16. How is your district utilizing funds to implement this EBP? (Additional Rows)

Budget Item: ,,,,,,

Total Amount: ,,,,,,

Number of FTE: ,,,,,,

Foundation Category: ,,,,,,

Funding Source: ,,,,,,

17. What metrics will you be using to assess whether this EBP is having its intended effect on gap closing?

You have selected Evidence-Based Program 4. Supporting educators to implement high-quality, aligned curriculum.

Engaging in a curricular landscape analysis to assess the extent to which the district is implementing high-quality, standards-aligned core curriculum materials, as defined by CURATE or a similar independent, research-based, third-party reviewer

Utilizing a regular selection and adoption process that allows ample time for teachers and administrators to reflect upon the evidence base

Initial professional development to support educators' understanding and use of new high-quality, standards-aligned curricular materials

Regularly scheduled and ongoing professional learning and support for educators to implement new materials effectively, utilizing grade-appropriate, well-scaffolded assignments

District has a process in place for frequently monitoring of the extent to which the intended curriculum is being delivered in classrooms across the system

Schools have a team (e.g., instructional leadership team, curriculum implementation team) tasked with leading, planning, and monitoring the implementation and outcomes of curricular materials

School teams (e.g., grade-level teams, ILT) receive training and support to effectively utilize collaborative planning time to utilize data (e.g., from formative and summative assessments, looking at student work, classroom observation data) to engage in a continuous cycle of improvement

Building systems for ongoing two-way communication with families and stakeholders regarding materials and student progress

You have selected Evidence-Based Program 6. Culturally responsive teaching and other strategies that create equitable and culturally responsive learning environments for students.

District and schools engage in an equity self-assessment or commission an equity audit to take stock of the extent to which they are delivering a culturally responsive learning experience to their students

District and school staff engage in ongoing professional learning and self-reflection to become aware of their own biases, as well as systemic biases in policies and practices, and how they impact the adults and students in the school community

Education staff receive ongoing professional development and coaching in the skills, tools and language needed to skillfully implement culturally responsive teaching practices

The culture and background of students is reflected in the curriculum and instructional materials

Students, families, and a wide range of community groups are engaged as active participants in ongoing efforts to build and sustain culturally responsive districts and schools

You have selected Evidence-Based Program 12. Diversifying the educator/administrator workforce through recruitment and retention.

Reviewing existing teacher recruitment and retention programs in the district, which may include, but is not limited to, paraprofessional-to-teacher programs and Grow Your Own initiatives

Engaging in a clear process to review relevant qualitative and quantitative data and district policies and procedures that impact recruitment and retention strategies. Relevant data include, but are not limited to: student experience data, staff surveys, parent/guardian feedback

Developing or enhancing an education-specific pathway for high school students

Providing financial assistance to district graduates, college graduates, paraprofessionals with bachelor's degrees, and/or provisionally licensed teachers to support enrollment in approved educator preparation programs

Developing and implementing a long-term talent diversification strategy to support continuous improvement for increasing equity and working towards a more inclusive, culturally sustaining culture

Engaging in clear and transparent communication with stakeholders about the district's efforts to diversify the educator/administrator workforce

You have selected Evidence-Based Program 16. Expanding capacity to address social emotional learning (SEL) and mental health needs of students/families.

There is a comprehensive tiered system of supports (universal, targeted, and intensive) to address the social emotional and mental health-related strengths and needs of students

Additional specialized support personnel/staff have been hired to provide SEL, mental health services and other supports to students

Partnerships with community-based behavioral and mental health service organizations are established or expanded to offer services to students and guidance to staff during in-school or out-of-school time, either at school or in a community setting

The district/schools engage partners, especially those with strong ties to local families to help inform and build the capacity of classroom educators as well as specialized instructional support personnel (counselors, social workers, nurses, etc.) to implement equitable learning environments that facilitate culturally responsive and sustaining development

Student support personnel receive high quality professional development, coaching, and supervision to implement evidence-based practices and interventions

Educators receive high quality professional development, coaching, and supervision to implement evidence-based practices and interventions

Interdisciplinary student support teams comprising school staff and community partners meet regularly and make data-based decisions to support academic success and students' mental/physical health and wellbeing

There is an effective process to collect, analyze, and respond to data about the social emotional and mental health strengths and needs of students

School leaders, staff, and relevant partners have developed an effective approach and set of services to support students who are transitioning back to school after having been out for physical health, mental health, or other reasons

19. In one or two sentences, please describe immediate next steps for implementation of this EBP.

20. Please feel free to provide additional information you would like to share about your approach to these strategies, or your progress in implementing them, in the text box below.

Page 7 Questions

21. Here's what your district shared about how all families, particularly those representing student groups most in need of support, have access to ongoing, meaningful engagement regarding their students' needs. Please feel free to edit or revise your response.

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. Parental support is critical to our School's success.

Abby Kelly Foster Charter Public School provides a unique educational opportunity to all students, regardless of ability or English proficiency. After extensive research on effective instructional practices, Abby Kelley Foster Charter Public School implements an academic program which supports all types of learning styles.

Student academic and behavior expectations must be consistently shared between AKFCS and parents. Parents are expected and encouraged to take an active role in their child's education and our teachers and administrators are focused on establishing and maintaining strong working relationships with our families. The school's accountability plan and student recruitment and retention plan includes goals and objectives to support special education students, English learners, and economically disadvantaged students in the district.

Parents have the opportunity to participate in a number of parent/community involvement activities. Parent involvement opportunities may include, but are not limited to: Back to School Night, Parent Teacher Organization meetings, Parent Advisory Council, literacy nights, parent teacher meetings, International Baccalaureate Program Information nights, College and Career information nights, College Finance Information, Social Emotional Workshops, Watch Dogs, Board of Trustee meetings and volunteering during the school day or after school programs. The School provides all parents/guardians with monthly newsletters detailing academic programs/support services, school events and activities. All notices are distributed to each

student and available on the School's website. Parents also receive quarterly report cards and progress reports. The English Language Director is responsible for translations.

Please fill out the following rubric to describe how your district is engaging families.

Ensuring school and district buildings are welcoming environments for families (e.g., signage, parent center, interpreters and translated materials)

Partial implementation

Prioritizing the hiring of staff with diverse backgrounds that reflect cultures in the community (e.g., administrators, instructional and support staff, bus drivers, custodians)

Partial implementation

Utilizing multiple communication strategies and tools (e.g., face-to-face meetings, What'sApp, Classroom Dojo, Zoom conferences) to engage with families in ways that work best for them.

Partial implementation

Providing professional development and time for educators to build meaningful relationships with families, such as implementing parent-teacher home-visiting programs

Partial implementation

Collecting formal and informal data from families and students (e.g., annual school climate surveys, focus groups) to identify issues and concerns and using those data to drive continuous improvement

Partial implementation

Ongoing PD for district and school staff in effective family engagement that addresses skills and knowledge, developing trusting relationships, addresses beliefs and values, and reflects the cultures and values of families in the community.

Partial implementation

Collaborating with families to develop and implement a comprehensive approach to supporting meaningful family involvement as children progress through the school system and into postsecondary settings.

Partial implementation

Training family volunteers from diverse neighborhoods and backgrounds to serve as mentors/cultural brokers to help other families become more engaged in schools

Partial implementation

Developing robust partnerships with community organizations and agencies and connecting families with them.

Partial implementation

Creating safe spaces for families to participate as partners in meaningful decision-making at the district and school level--providing supports, as needed, to effectively participate.

Partial implementation

22. What metrics will your district use to measure greater family engagement?

The district participated in the DESE sponsored school family and community partnership professional learning community during the 2020-2021 academic year. The district used the fundamentals to align our work in further our mission to engage parents as partners in their child's education.

Page 8 Questions

23. For reference, please see below for your prior submission, which summarized your original stakeholder engagement process.

The Abby Kelley Foster Charter Public School Board of Trustees held various listening sessions with members of the school community which includes students, parents, teachers, and staff.

The school community supports increasing the diversity of the school staff and increasing opportunities to collaborate with outside service providers for the benefit of our students.

The Diversity, Equity, and Inclusion Committee has been holding regular meetings since in March 2019 and has continued throughout the current school year both in person and virtually. The members of the committee are committed to increasing professional development, bringing awareness to, and enhancing teaching practices to ensure Abby Kelley Foster Charter Public School is an inclusive and culturally responsive learning environment.

The following stakeholders engaged in the process include: Board of Trustees; Executive Director; Elementary, Middle and High School Principals; Assistant Principal of High School/Curriculum Coordinator, Director of Special Education; Middle School Curriculum Coordinator; and the Diversity, Equity, and Inclusion Committee, which includes the Board Chair, Elementary Curriculum Coordinator, Subject Matter Expert, parents, 8th Grade Special Education Teacher, High School Art Teacher, and High School Students.

24. Districts and schools are expected to reengage stakeholders are part of the SOA amendment process. We also recognize that districts engaged stakeholders through the ESSER III plan submission. In a few sentences, please tell us more about what you heard from your stakeholders, particularly those from historically underserved groups, and how that feedback is reflected in this amendment.

The administration of the family, student and staff surveys during the 2021-22 school year we heard the continued need for partnership and communication with families. Additionally, creating a better sense of belonging for all students, which is part of our recruitment and retention plan in the areas of diversity, equity and inclusion. The school has established a plan for the 2022-23 academic year to host family and community events to engage parents in the school community. For example, the school will host a back to school block party on September 17, 2022 which is open to all families and community partners.

25. I attest that any amendments to the district's SOA plan have been shared with and reviewed as appropriate by the relevant School Committee in my district.

Yes