Abby Kelley Foster Charter Public School
10 New Bond Street Worcester, MA 01606
Phone: (508) 854-8400 Fax: (508) 854-8484
www.akfcs.org

Education Committee Meeting Agenda

Thursday, May 11, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/99574698928?pwd=bjhtZHNVTUtHck8wR0FDYzZTY0tkdz09

Meeting ID: 995 7469 8928 **Passcode**: 849868

By phone: +1 309 205 3325 US **Meeting ID**: 995 7469 8928

I. Call to Order- Amy Vernon, Chair

II. Introductions/Attendance Recorded

III. Review of the February 16, 2023, & April 6, 2023 Meeting Minutes

- **a. Motion**: To approve the meeting minutes from February 16, 2023
- **b. Motion**: To approve the meeting minutes from April 6, 2023

IV. Accountability Plan Update- Ms. AnnMarie Little

V. Adjustment for Kindergarten starting date-Ms. Kelly Gould

VI. Summer Programming– Ms. Kelly Gould, Ms. Shelly Hinds

VII. College Acceptances/Enrollment Data (included in packet)

VIII. Dashboard Draft- Ms. Heidi Paluk

IX. Principal Updates- Ms. Kelly Gould, Ms. Shelly Hinds, Mr. Rob Kerr

X. Timely Topics as Identified by the Chair and/or ED

XI. Upcoming Meeting

a. Friday, June 9, 2023

XII. Adjournment

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Education Committee Meeting Minutes

Thursday, February 16, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/98647263514?pwd=MHZsNmdkRXFIZjhkdG5GejlQRXhFdz09

Meeting ID: 986 4726 3514 **Passcode**: 946445

By phone: 98647263514 **Meeting ID**: 986 4726 3514

The meeting was called to order by Ms. Amy Vernon, Chair. The attendance was recorded and is attached.

Ms. Vernon requested a motion to approve the December 9, 2022, meeting minutes. The motion was made by Ms. Yarnie and seconded by Ms. Vernon. The minutes were approved unanimously.

Charter Renewal

The Charter Renewal document was received and reviewed, allowing Abby Kelley to correct any errors noted factually. Ms. Paluk explained that the Charter Renewal was scheduled for February 28, 2023, and a decision should be made then. Ms. Veron pointed out an additional area of review, where it was determined that the measures were met in two of the four years when it should be three of the four years. Ms. Yarnie also noted an additional area of correction, stating that the DEI committee was formed to oversee the search for the executive director, citing the need for more to the statement.

Fall SEL Data Presentation

Dr. Cole provided an overview of the SEL data given to grades three through twelve students. Students in grades three through five were near the 60th percentile, and students in grades six through twelve were near the 70th percentile compared to schools across the country, showing that our students are responding favorably to having good emotional regulation skills. It was explained that the confidentiality-protected group would be the students with one or two respondents.

Students were also evaluated on their growth mindset, where students in grades three through five responded favorably, placing them in the 60th percentile compared to the other schools in the national data set for Panorama. Grades six through twelve showed 74% of students responding favorably, placing them in the 70th percentile. Dr. Cole explained that this survey is the voice of the students and their perception of what they think. This information is used to review the current social-emotional curriculum and determine if the students may require more help in some of the presented skills. Winter survey results will show any increases or decreases in skills from the perspective of creating individual interventions. Ms. Vernon noted how well the students were doing compared to the national numbers.

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Wellness Policy

The wellness policy is reviewed every three years, and with the review of the nutritional program taking place, some minor changes were made. A wellsat document, which is part of the national lunch program, is used for comparison, and it was noted that the changes made were not dramatically different, making our program up to par. Areas of change included food rewards, celebrations, and physical education. A wellness committee will be formed with students, parents, and teachers to make sure that the policy is following standards.

Principal Updates

High School

The highest number of students in the last six years have qualified for high honors or honor roll, which was celebrated by them being on the television in the cafeteria. Many invites have been sent to sophomores for the IB program. The national honor society will also see an induction of about 40 juniors and seniors in the spring, with students needing a 3.5 GPA to be invited. Boys basketball has qualified for the state tournament for the first time in school history. Students in the Black Student Union, along with Mr. Gitkind, have created slides depicting well-known people, advancements in society, and youth awareness, along with famous quotes and music, and food.

Middle School

i-Ready scores have shown that the students have increased their reading scores and math scores. Grade 4 students met or exceeded by 64%, grade 5 by 46%, grade 6 by 50%, and grade 7 by 51%. Math saw students meeting or exceeding in grade 4 by 18%, grade 5 by 32%, grade 6 by 51%, and grade 7 by 43%. Classroom observations are taking place by Ms. Hinds, Mr. Gero, and Ms. Regan. Observations will continue after the February break. It was noted that the vacancies in the middle school had been filled. The students are running Central Perk Cafe in the learning center and learning about expectations for serving adults food and OSHA regulations. Middle school students will attend a dance for grades 6 and 7. March will see different activities read across America and March madness reading challenges. Community reading day and pie day will also be held. Ms. Hinds explained that a small summer program was being created for students and that more information would be provided by April vacation.

Elementary School

Ms. Gould explained that the students had grown more at this point than they did last year in literacy. Grades Kindergarten, one, and three saw a 6% increase, and grade two saw a 24% increase. It was also noted that there was a higher number of students reading on or above grade level in grades one through three. Kindergarten scored 80% last year and scored 76% this year. Ms. Gould also highlighted that there are 12% fewer students that are two or more grade levels behind.

Ms. Vernon asked for a motion to adjourn the meeting at 8:45 a.m. Ms. Yarnie made the motion to adjourn, and it was seconded by Ms. Vernon. The committee members voted unanimously to adjourn the meeting.

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Education Committee Meeting Minutes- DRAFT

Thursday, April 6, 2023, 8:00 a.m.

https://akfcs-org.zoom.us/j/94879101510?pwd=bWk1SFROby9aS21BVmF1TnlqZlV1Zz09

Meeting ID: 948 7910 1510 **Passcode**: 331061

By phone: +13017158592 **Meeting ID**: 948 7910 1510

The meeting was called to order by Ms. Amy Vernon, Chair. The attendance was recorded and is attached.

Ms. Vernon requested a motion to approve the March 10, 2023, meeting minutes. Ms. Zagabe-Ndiku made the motion, and it was seconded by Mr. Ligeti. Ms. Yar

Central Perk Cafe

Ms. Regan provided an update on the Central Perk Cafe running in the middle school. Sixteen students currently participate in a sub-separate education setting where they learn and enhance different skills. Students make budgets, hand out order forms, and deliver products to staff who place orders. Students are also learning math skills and about food and health safety. Menu items have included meatball grinders, pasta salads, and Asian ramen salads. Students will use the monies raised to attend a field trip in the community that they will vote on.

Adjustment of FY23 Calendar

Four snow days were used this year, allowing for the last day of school to be moved up by one day. The new last day of school for this year will be June 14, 2023.

Seal of Biliteracy

Ms. Cabral provided an update on the Seal of Biliteracy, which AKFCS has participated in for 3 years currently. This award recognizes high school graduates who attain high functional and academic levels of proficiency in English and a world language in recognition of having studied and attained proficiency in two or more languages by high school graduation. Interest in the Seal of Biliteracy has increased over the years, with

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fifteen students showing interest this year. Students must meet three different criteria before being accepted into the program and must maintain high grades throughout their high school years. Nine public institutions currently provide credits for attaining the Seal of Biliteracy. Ms. Cabral also noted the different challenges the students stated they felt when it came to writing the language of choice.

SEL Winter Survey

Dr. Cole provided a high-level overview of the current winter survey data. Emotional regulation, growth mindset, and self-management were assessed with an 86% completion rate, and scores from the Fall of 2022 were compared with January 2023. There were some increases and decreases among grades, which were not large in difference, while some trends stayed the same.

Daily referrals for students were also discussed, along with the interventions that are taking place for students in the different buildings. Teachers have the ability to refer students for guidance and assistance, with an increase being shown in middle school. Tier 2 and 3 interventions used among the school buildings were discussed, with it being noted that there is a District Clinician currently working to provide more long-term and intensive counseling to students. It was noted that based on the survey data, skills are rated lower in the middle of the year compared to the beginning of the school year. Increasing Tier 1 and Tier 2 support in all the schools and building a better curriculum are the goals currently in place to better the SEL support provided by staff.

AKF Accountability Plan

Ms. Paluk provided a brief update on the accountability plan, where DESE recommends 3-5 goals, explaining that the first draft is due on May 22, 2023, with the expectation of settling on a draft for the Board vote in early September. It was noted that due to COVID, not all of the measures previously chosen were met and that the Board members would be updated on any drastic changes to the current measures in place and the new ones that will be implemented.

Accountability Targets

Mr. Kerr provided an update on the accountability system as it would be in a normal year and adjustments made by the State due to COVID. Due to significant learning loss from COVID, DESE created a

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system that would allow fairness to each district, as gaps varied across the state in learning subjects. Schools are placed in a quartile based on the percentage drop in each category, which would then determine the amount of time the school has to make gains. It is DESEs goal to return to the scores that were seen in 2019.

Gaps are being identified to continue providing the necessary interventions for students and make changes required to address the data. Mr. Kerr explained that while AKF had a learning loss, being placed in Quartile 3 allows for 2 years to make gains for all students. It was also noted that individual subgroups vary in their quartiles, and more time may be allowed to make the necessary gains.

Director of Curriculum

Ms. Paluk explained that we are in final interviews, with candidates visiting the school and meeting with staff. Once final interviews are done, a decision will be made.

Principal Updates

Ms. Paluk provided a brief middle school update, noting the excitement around spirit week last week, saw teachers and students participating, and the Reading March Madness, which was a total of 60,000 minutes read. MCAS is set to begin across the district next week. Coffee with the Principal has been scheduled for April 27, 2023, at 8:45 a.m. 42 pre-algebra students could visit WPI and tour the campus, with the remaining students scheduled to visit this week. Students who were part of the Matilda middle school play were treated to a production at MWCC, which was thoroughly enjoyed.

Ms. Vernon asked for a motion to adjourn the meeting. Ms. Zagabe-Ndiku made the motion, and Ms. Vernon seconded it. The meeting was adjourned at 9:45 am.

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	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: Over the next term of the charter, an average of 15% of the Junior and Senior classes will participate in the full International Baccalaureate Programme Diploma annually.		
Measure: Over the next term of the charter, two high school courses will be transitioned from college preparatory courses to full IB courses for all students.		
Measure: 80% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 4 or higher on the IB exam annually.		
Objective: Abby Kelley Foster Charter Public School will provide students with access to a comprehensive music program.		
Measure: Abby Kelley Foster High School will increase accessibility to the music program by implementing a technological infrastructure over the next term of the charter.		
Measure: Abby Kelley Foster Middle School students in grades 5-7 will have increased opportunities to participate in strings, band and choir by realigning the schedule to support student interest.		

	Performance (Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parent engagement in their child's education.		
Measure: Abby Kelley Foster will develop parent engagement practices by increasing family communication practices by staff and administration.		
Measure: Abby Kelley Foster will collaborate with community organizations to increase family awareness of resources within our community.		
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.		
Measure: Each year, the Middle School Student Leadership Student Group will oversee two school-based community service projects.		

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 MTSS model, co-teaching model, literacy and/or math curriculum development and other data based initiatives.		
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.		

For the 23-24 school year, the ES is proposing the following:

Change the kindergarten start date from Monday, August 28th, to Thursday, August 24th.

Rationale:

- Responding to Community Need for a transition year to digital-based enrollment
- Allow more time at the beginning of the year for embedded kindergarten screening using evidence-based assessments.
- The 1-day delay will still allow for arrival practice with our families and students of grades 1-3
- Provide two additional days of learning time for our youngest learners. (Our focus at the beginning of the year is on structures and expectations.)

Summer Program 2023

Data and Feedback 2022

(Standard View)	Reading Summer Camp Attendees 2022	Reading K-8 Average 22-23 School Year	Considerations
% scoring on or above grade level	44	51	-Smaller sample size -Invited students who were struggling as identified through our MTSS process
% scoring one grade level below	39	32	
%scoring 2 or more grade levels below	18	17	

(Standard View)	Math Summer Camp Attendees 2022	Reading K-8 Average 22-23 School Year	Considerations
% scoring on or above grade level	30	38	-Smaller sample size -Invited students who were struggling as identified through our MTSS process
% scoring one grade level below	54	45	
%scoring 2 or more grade levels below	16	17	

- Average Daily Attendance 90%
- Family Feedback/ Survey results
    - 81% extremely satisfied with the experience, 19% satisfied
    - 100% would like to see it offered again next year
- Teacher Feedback/ Survey results
    - ⅔ extremely satisfied, ⅓ satisfied
    - 100% would like to see it offered again
- Student Feedback/ Anecdotal Responses
    - I learned how to include people today.”
    - “I learned that life is full of wonder.”
    - Some topics: termites, regrouping, digraphs, opinion writing, etc…

Summer 2023	
Dates	• Full Weeks of 7/17 and 7/24

Times	• 7:45 am-11:45 am
	  ○ doors open at 7:15 for staff
	  ○ Doors open at 7:35 for students

Schedule	• 7:45-8:00 Morning Meeting • 8:00-9:30 Session 1 (ELA or Math) • 9:30-9:45 Snack • 9:45-10:15 Outside Time/ Social Groups/ STEM time • 10:15-11:45 Session 2 (ELA or Math)

Facilities	• Run out of the ES and Inclusive of
	  ○ Elementary School Students
	  ○ Middle School Students
	  ○ Extended Learning Support

Targeted Student Groups	• Students involved in the MTSS process, SPED students with identified extended school year services, and EL students will be given the first opportunity. If open spots are available, the camp will be opened to all students. • Additional names will be solicited from team leaders • Rationale-students involved in these subgroups are shown to benefit from small group, targeted instruction. • Target of 20 students per grade level • Waitlist of 10 students per grade level
Food	• Families were asked if they could provide a snack • One will be provided for those that come without

Staffing	• Summer Program Teacher Contract
	  ○ 3 site administrators
	  ■ ES or MS Principal
	  ■ Site Administrator-ES
	  ■ Site Administrator-MS
	  ○ 1 teachers per grade level
	  ○ 1 ESL teacher
	  ○ 1 SPED teacher
	  ○ 1 Behavioral Staff Member
	  ○ 1 student worker per room
	  ○ On-call staff for absent teachers

Transportation	• Families will need to provide transportation.

Excursions	• One per week
	  ○ increase SEL skills and consistency in attendance
	  ○ be responsive to solicited family input
	  ○ One planned that will require a different drop-off location, and another to

	a “walkable” location (climbing wall,, library) ● Inquire about ○ Beach at Shore Drive/ Pool/ Audubon ○ Closest Library ○ Climbing Wall
Medical	● Nurse Available ○ review for allergies ○ Ensure medications are left here for students if needed ● Secure “go bags” for classrooms

2023					
College Name	College State	College Type	Apps Submitted	Acceptances	Enrollments
University of Massachusetts (Lowell)	MA	Public	43	35	10
Worcester State University	MA	Public	36	28	10
University of Massachusetts (Dartmouth)	MA	Public	23	20	8
University of Massachusetts (Amherst)	MA	Public	49	21	5
Quinsigamond Community College	MA	Public	7	6	5
Northeastern University	MA	Private - Not For-profit	18	6	3
Bridgewater State University	MA	Public	13	9	3
University of Massachusetts (Boston)	MA	Public	11	9	2
University of Bridgeport	CT	Private - Not For-profit	10	10	2
Georgia State University	GA	Public	4	4	2
Anna Maria College	MA	Private - Not For-profit	7	7	2
Fitchburg State University	MA	Public	15	10	1
University of Hartford	CT	Private - Not For-profit	12	11	1
Massachusetts College of Pharmacy and Health Sciences	MA	Private - Not For-profit	7	7	1
Tufts University	MA	Private - Not For-profit	6	1	1
Wentworth Institute of Technology	MA	Private - Not For-profit	7	7	1
Lasell University	MA	Private - Not For-profit	3	3	1
Assumption University	MA	Private - Not For-profit	6	3	1
Bryant University	RI	Private - Not For-profit	2	2	1
Cornell University	NY	Private - Not For-profit	4	1	1
University of Rhode Island	RI	Public	13	9	1
Worcester Polytechnic Institute	MA	Private - Not For-profit	14	3	1
Temple University	PA	Public	16	14	1
Wheaton College - MA	MA	Private - Not For-profit	1	1	1
American International College	MA	Private - Not For-profit	3	3	1
Suffolk University	MA	Private - Not For-profit	20	13	1
University of Connecticut	CT	Public	20	12	1
Curry College	MA	Private - Not For-profit	5	4	1
Bentley University	MA	Private - Not For-profit	3	1	1
Johnson & Wales University (Providence)	RI	Private - Not For-profit	1	1	1

2022					
Quinsigamond Community College	MA	Public	25	23	17
Suffolk University	MA	Private - Not For-profit	15	12	7
Worcester State University	MA	Public	31	28	6
University of Massachusetts (Lowell)	MA	Public	19	16	6
Worcester Polytechnic Institute	MA	Private - Not For-profit	17	8	5
University of Massachusetts (Amherst)	MA	Public	30	20	4
University of Massachusetts (Dartmouth)	MA	Public	23	20	3
Westfield State University	MA	Public	13	13	3
Anna Maria College	MA	Private - Not For-profit	10	10	2
Salem State University	MA	Public	6	6	2
Northeastern University	MA	Private - Not For-profit	20	7	2
Rutgers University (New Brunswick)	NJ	Public	6	6	1
Wentworth Institute of Technology	MA	Private - Not For-profit	6	6	1
Bridgewater State University	MA	Public	18	18	1
Assumption University	MA	Private - Not For-profit	8	6	1
Tufts University	MA	Private - Not For-profit	9	3	1
Ithaca College	NY	Private - Not For-profit	2	2	1
University of Central Florida	FL	Public	1	1	1
Emerson College	MA	Private - Not For-profit	2	2	1
Framingham State University	MA	Public	7	7	1
Nichols College	MA	Private - Not For-profit	4	4	1
Fitchburg State University	MA	Public	7	6	1
The University of Texas at Arlington	TX	Public	1	1	1
Morgan State University	MD	Public	3	3	1
Quinebaug Valley Community College	CT	Public	1	1	1
University of Dayton	OH	Private - Not For-profit	1	1	1
The University of Alabama	AL	Public	1	1	1
University of Connecticut	CT	Public	22	17	1
Louisiana State University	LA	Public	3	3	1
Massachusetts College of Liberal Arts	MA	Public	1	1	1

Emmanuel College	MA	Private - Not For-profit	3	3	1
Princeton University	NJ	Private - Not For-profit	1	1	1
Georgia State University	GA	Public	1	1	1

Month Presented	Data Set	Summary Points	Trend	Trend Summary	Disaggregation Highlights	Action items or areas of future focus	Detailed Data
October	MCAS	• ELA scores at level with the state in grades 3-8 • Math scores need improvements but average with state • Grade 10 shows a reduction across the district	☐	Low-income students performing better than the state in ELA and Math -African-American students performing better than the state in ELA and Math -18% of low-income students not meeting expectations -Hispanic students performed considerably better than the state. -Drop in scores across the board among white males. -Significant drop in math scores after the pandemic compared to worcester public schools.	-Decrease in scores from students in urban settings. -EL and SPED populations scored below state levels. -All subgroups in grade 10 below the state in ELAand math, though students are not signing=ficant;y be;pw grade level.	• New reading program in ES • The new math program at ES • Math curriculum to be reviewed. •	☐ Included in packet ☐ *Linked* ☒ Available on request
September, February, and March	SEL	• Most information stayed the same, but some changes were seen. • Scores placed us in the middle compared to the national average • Staff uses decreased scores to provide more support. A new clinician was hired. •	☐	- Positive increase in growth management at the ES -Growth mindset decreased compared to the Fall survey -Self-management decreased compared to the fall -Skills are rated lower in the middle of the year compared to the beginning of the year.	-369 requests from teachers to meet with students in the MS. -76 Requests from teachers to meet with students in the ES -50 requests from teachers to meet with students in the HS. -Increase Tier 1 and 2 supports in all schools, specifically MS focus.	• Bullying prevention programs are being put in place for grades K-8. • Tier 2 curriculum updates based on survey results • Second step lessons in classrooms	☐ Included in the packet ☐ *Linked* ☒ Available on request

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September	IB	• The highest score achieved 39/45, making it the highest for the IB exam • The global average is 31 points, and students averaged 30 points. • 112 subject exams were taken, with 110 earning a score of 98.	☐	-IB participation decreased during the pandemic but is expected to rise. -High average for students		• Increased student participation/interest in the IB program.	☐ Included in the packet ☐ *Linked* ☒ Available on request
November, March	Iready	• All grade levels are considered to have high growth in both subject areas. • Seven grade levels are considered high growth and high performance in reading. • Kindergarten is considered high growth and performance in math. • Noticeable dip in the middle of the 2020-2021 school year.	☐	-Lowest performance in reading was in 2021 after remote/hybrid learning. -2% greater in an at-risk category than in pre-pandemic winter 2020 in reading. -3% less than winter 2020 for on or above and 5% higher for two or more grade levels below.	-Does not release comparison data. -Grade 6 & 8 meeting or exceeding 100% median typical growth. -150 students in grades 2-8 receive text-to-speech as a standard accommodation in Math.	• Identify areas of improvement in grades levels • Review current curriculum and adjust to ensure students are learning and understanding material.	☐ Included in the packet ☐ *Linked* ☒ Available on request
December	Discipline Data	• 43 students were disciplined, as reported to DESE • Abby Kelley below the state in every category after discipline data is broken down. • Abby Kelley is in the bottom ⅓ among all comparisons. • Decrease in physical altercations due to increased student communication. • Out-of-school suspension reasons have changed, making it more difficult to suspend a student.	☐	-Numbers are lower than the state. -Increased communication=, decreased physical altercations		• A proactive approach is being taken to identify student issues before the start. • School counselors, behavior specialists, and clinicians all work together.	☐ Included in the packet ☐ *Linked* ☒ Available on request

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