

# Abby Kelley Foster Charter Public School

## 2017-2018

### Annual Report

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<b><i>Name of School Abby Kelley Foster Charter Public School</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Worcester
Regional or Non-Regional?	Regional	Chartered Districts in Region (if applicable)	Auburn, Holden, Leicester, Millbury, Oxford, Shrewsbury, Sutton, West Boylston and Worcester
Year Opened	1998	Year(s) Renewed (if applicable)	2003 2007 2013 2018
Maximum Enrollment	1,426	Enrollment as of June	1,426
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per school year	180	Students on Waitlist as of June	600
School Hours	ES: 8:30 a.m.-3:00pm MS: 7:25 a.m-2:10pm HS: 7:25 a.m.-2:10 pm	Age of School as of 2017-2018 School Year	20
<b>Mission Statement</b>  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**

We consider parents to be the primary educators of their children and encourage them to play an active role in the school community. The faculty is trained in developing positive relationships and communication with parents. In order to foster positive parental relationships we host information sessions and encourage participation through parent groups, classroom volunteers and school activities.

Our character education program emphasizes self-respect, basic moral values such as honesty and integrity, and commitment to family and community. A highly structured curriculum sets high expectations and provides individualized monitoring to assist students in attaining ambitious goals for achievement. The school provides a strong academic foundation for students at the elementary level in preparation for demanding academic studies in middle school and high school.

As part of our mission, parents must share and engage their children in the importance of character education. Student behavior is managed through positive reinforcement specifically utilizing aspects of the Positive Behavioral Intervention and Supports and Responsive Classroom. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the school community. Community outreach has become an increasingly important component of our charter education program. All students K-12 are required to complete community service projects that support the school's character virtues.

The school's Code of Conduct is designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The Code of Conduct and accompanying parent compact clearly state school-wide rules governing student behavior as well as the consequences for breaking the rules. In effect, it is a contract among parents, students, and staff created to foster the best positive learning environment.

### **AMENDMENTS TO THE CHARTER**

The Abby Kelley Foster Charter Public School Board of Trustees did not request an amendment to the school's charter during the school year.

### **ACCESS AND EQUITY**

The school has maintained low in-school suspension (0.1%) and out of school suspension (1.9%) rates with both being below the state average. The discipline code has remained consistent throughout the term of our charter. <http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04450000&orgtypecode=5&=04450000&>

### **DISSEMINATION EFFORTS**

- See Appendix F

## **ACADEMIC PROGRAM SUCCESS**

### **STUDENT PERFORMANCE**

The federal Elementary and Secondary Education Act (ESEA) requires districts to annually prepare and distribute school report cards to the parents/guardians of all children enrolled. These report cards must contain information about teacher quality, assessment, and accountability for the district and its schools, and are important tools for sharing district and school information with families and the general public.

The school report card includes information regarding Abby Kelley Foster Charter Public School's performance on the Massachusetts Comprehensive Assessment System (MCAS) by content area, grade level and statewide comparison data.

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at [www.doe.mass.edu](http://www.doe.mass.edu). Click on the [School and District Profiles web site](#) link and click the Accountability tab or by clicking on link below.

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

### **PROGRAM DELIVERY**

Abby Kelley Foster Charter Public School did not make significant changes to the school's curriculum, instructional model, assessment methods, and/or supports for diverse learners.

## **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 2017-2018 school year.

- **See Appendix E**

### **TEACHER EVALUATION**

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

## BUDGET AND FINANCE

**Abby Kelley Foster Charter Public School  
Statement of Revenues, Expenses and Changes in Net Position  
For the year ended June 30, 2018 (unaudited)**

Operating Revenues

State Revenues- Tuition	\$ 16,908,792
State Revenues- Transportation	\$ 964,256
Medicaid	\$ 67,775
Federal Grants	\$ 893,478
School Nutrition Program:	
Federal and State Funded	\$ 572,355
Student Payments	\$ 115,077
In -Kind Contributions	\$ 2,871,110
Other	<u>\$ 124,932</u>

Total Operating Revenue \$ 22,517,775

Operating Expenses:

Salaries	\$ 11,037,813
Payroll Taxes	\$ 425,446
Employee benefits	\$ 1,545,206
On-behalf fringe benefits	\$ 2,871,110
Contracted Services	\$ 516,641
Instructional supplies and materials	\$ 401,182
Telephone and utilities	\$ 698,276
Food service program	\$ 411,216
Staff development	\$ 94,388
Equipment rental	\$ 83,450
Office supplies and materials	\$ 30,952
Computer supplies and repairs	\$ -
Postage and shipping	\$ 7,567
Buildings and Grounds/Maintenance and repairs	\$ 428,158
Insurance	\$ 133,490
Student transportation	\$ 1,184,528
Depreciation and amortization expense	\$ 1,533,374
Other operating expenses	<u>\$ 85,319</u>

Total Operating expenses \$ 21,488,119

Operating Income \$ 1,029,656

Non-operating revenues/(expenses)

Interest income	\$ 19,208
Interest Expense- Long Term Debt	<u>\$ (876,679)</u>

Total Non-operating revenues/(expenses)-net \$ (857,472)

Change in net position \$ 172,184

Net position, beginning of year \$ 20,259,114

Net position, end of year \$ 20,431,298

**Abby Kelley Foster Charter Public School**  
**Statement of Net Position (Unaudited)**  
**June 30, 2018**

**Current Assets:**

Cash and Cash Equivalents	\$ 6,437,218
Accounts Receivable	\$ 98,159
Prepaid Expenses and other assets	<u>\$ 127,266</u>

Total Current Assets \$ 6,662,643

**Non-Current Assets:**

Capital Assets (net of accumulated depreciation):	\$ 38,182,642
Cash and Cash Equivalents	\$ 1,405,112
Certificate of Deposit	<u>\$ -</u>

Total Non-Current Assets \$ 39,587,754

Total Assets \$ 46,250,397

**Current Liabilities**

Current Maturities of Long Term Debt	\$ 1,198,921
Accounts Payable	\$ 217,305
Accrued Expenses	<u>\$ 1,597,171</u>

Total Current Liabilities \$ 3,013,397

**Non-Current Liabilities**

Long-Term Debt (net of current maturities)	<u>\$ 22,805,702</u>
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Total Liabilities \$ 25,819,099

Net Position \$ 20,431,298

**Abby Kelley Foster Charter Public School**  
**Operating Budget**  
**Fiscal Year 2019**

Operating Revenues

State Revenues- Tuition	\$ 17,279,230
State Revenues- Transportation	\$ 1,199,000
Medicaid	\$ 70,000
Federal Grants	\$ 890,166
School Nutrition Program:	
Federal and State Funded	\$ 573,515
Student Payments	\$ 108,372
On Behalf Contribution	\$ 2,871,110
Private Grants	\$ 40,000
Other	\$ 93,000

Total Operating Revenue \$ 23,124,393

Operating Expenses:

Salaries	\$ 11,680,702
Payroll Taxes	\$ 442,213
Employee benefits	\$ 1,610,597
On-behalf fringe benefits	\$ 2,871,110
Contracted Services	\$ 434,500
Instructional supplies and materials	\$ 499,859
Telephone and utilities	\$ 594,169
Food service program	\$ 450,000
Staff development	\$ 107,640
Equipment rental	\$ 80,000
Office supplies and materials	\$ 30,000
Computer supplies and repairs	\$ 35,030
Postage and shipping	\$ 4,500
Buildings and Grounds/Maintenance and repairs	\$ 422,543
Insurance	\$ 138,921
Student transportation	\$ 1,247,018
Depreciation and amortization expense	\$ 1,468,979
Other operating expenses	\$ 117,146

Total Operating expenses \$ 22,234,926

Operating Income \$ 889,466

Non-operating revenues/(expenses)

Interest income	\$ 25,000
Interest Expense- Long Term Debt	\$ (829,281)

Total Non-operating revenues/(expenses)-net \$ (804,281)

Change in net position

\$ 85,185



Abby Kelley Foster Charter Public School  
Estimated 10 Year Capital Plan- FY2019 - FY2028

Location	Project Description	
High School	<b>Fire Suppression Supply</b> - Extend underground water supply to new feed.	\$ 100,000
Elem & Mid School	<b>Primary Electrical Services (2)</b> - New electrical service is needed for both buildings.	\$ 1,000,000
Elementary School	<b>Lower Level Flood Control</b> - Three doors and exterior walls.	\$ 100,000
Elementary School	<b>Noise Reduction</b> - Cafeteria.	\$ 25,000
Elementary School	<b>Carpet Replacement</b>	\$ 5,000
Elementary School	<b>Water Fountain</b> for new cafeteria.	\$ 7,700
Middle School	<b>Exterior Stairwell Drain</b> - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	<b>Sidewalk Repair</b> - Rebuild or replace failing sidewalk	\$ 50,000
Middle School	<b>Plumbing</b> - Enhance and segregation of plumbing.	\$ 100,000
Middle School	Study - <b>Middle School cabling</b> project.	\$ 16,000
Grounds	<b>Seal Coat &amp; Re-line</b> - All parking lots and driveways	\$ 50,000
High School	<b>Epoxy Flooring</b> - Resurface epoxy flooring in kitchen	\$ 30,000
Middle School	<b>HVAC Upgrade</b> - Enhance HVAC for climate control.	\$ 2,500,000
All Buildings	<b>Security Camera Installation</b> - Installation of security cameras throughout buildings and grounds.	\$ 100,000
Elementary School	<b>Lighting Retrofit</b> - Change current T12 lighting to T8, T5 or LED.	\$ 75,000
System - Wide	<b>Furniture Replacement</b> - Annual allotment to replace broken/worn furniture	\$ 224,000
System - Wide	<b>Equipment Replacement</b> - Annual allotment for replacement of maintenance and custodial equipment.	\$ 150,000
System - Wide	<b>Life Safety Improvements</b> -improvement to existing life safety systems. Detection, suppression, etc.	\$ 200,000
System - Wide	<b>Turf Repairs</b> - outfield, seam and drainage repairs.	\$ 7,000
System - Wide	Study - possible <b>expansion of existing field</b> to accommodate football field.	\$ 4,800
System - Wide	<b>Exterior lighting</b> - retrofit or change to LED.	\$ 40,000
System - Wide	<b>Fence Repair &amp; Replacement.</b>	\$ 52,000
System - Wide	<b>Playground</b> Gmax improvements.	\$ 10,000
	Total 10 Year Estimated Capital Plan- Building & Grounds	\$ 4,886,500

## Appendix A

### Accountability Plan Evidence 2017-2018

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

#### Faithfulness to Charter

	2017-2018 Performance (Met/Partially Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter School will provide high school students with the opportunity to participate in the International Baccalaureate Programme.		
Measure: 50% of the Grade 11 and 12 students will participate in at least one International Baccalaureate course by the 2015-2016 school year.	Met	72% of the Class of 2019 is enrolled in at least one IB course for the 2018-2019 academic year and 69% of the Class of 2018 participated in at least one IB course during the school year.
<b>Measure:</b> 65% of the grade 11 and 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	100% of the students participating in the IB Programme scored a 3 or higher on their IB assessment.
<b>Measure:</b> Annually, 100% of the graduating class will be accepted to a two or four year university with 75% remaining enrolled in a post secondary institution beyond their freshman year.	Met	100% of the Class of 2018 was accepted to a two or four year university. 88 % of the Class of 2016 indicated enrollment for the fall 2018 in their current two or four year university. Data from Class of 2017 is not available at the time of this report.
<b>Measure:</b> 95% of the students in grades K-4 will master the music education curriculum standards by achieving a level 3 or higher on the standards based report cards annually.	Met	95% of the K-4 students achieved a level 3 or higher on the standards based report.
<b>Measure:</b> 85% of the students in Music 9 will master the course standards by achieving a grade of 80% or higher as measured by internal assessments annually.	Met	87% of the students in Music 9 achieved a grade of 80% or higher as measured by the high school's internal assessment.
<b>Measure:</b> A minimum of 25% of the middle and high school students will participate in a performance group, with 100% of those students performing in at least 2 school wide events annually.	Met	% of the middle and high school students participated in a performance group and 100% of those students participated in a school wide performance either on or off campus.
<b>Measure:</b> 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, including IB participating in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment.

<b>Measure:</b> All graduating students will participate in a minimum of two community service projects or activities for a total of 50 hours annually.	Met	The class of 2018 completed the required 50 hours of community service.
<b>Measure:</b> 90% of the students in grades K-4 will master the character education curriculum standards by achieving a level 3 or higher on the standards based report card annually.	Not Met	Due to budgetary restrictions in FY'17 character education is no longer a course for students in Kindergarten through Grade 8. Character education is now incorporated into library at the elementary school and during scheduled times at the middle school. Students no longer receive a grade for the course.
<b>Measure:</b> 90% of the students in grades 5-8 will master the character education curriculum standards by achieving a grade of 80% or higher as measured by internal assessments annually.	Not Met	Due to budgetary restrictions in FY'17 character education is no longer a course for students in Kindergarten through Grade 8. Character education is now incorporated into library at the elementary school and during scheduled times at the middle school. Students no longer receive a grade for the course.

## **Appendix B**

### **Charter School Recruitment and Retention Plan Template**

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

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

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

*Please note that if your school’s Recruitment and Retention Plan is not approved by December 31<sup>st</sup>, 2018, it will be reflected in future ratings of Criteria 2: Access and Equity.*

#### **Resources:**

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

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

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

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

# Recruitment Plan

## 2018-2019

School Name: Abby Kelley Foster Charter Public School

### 2017-2018 Implementation Summary:

The school has approximately 120 seats available annually for students entering kindergarten. The school offered admission to 120 students both siblings and residents for the 2018-19 school year. Kindergarten students are not immediately identified as special education students unless the school received an IEP from the previous school. 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 2018-2019 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. Seats in Grades 1-6 only become available if a student transfers from the school. The school's waitlist includes siblings in Grades 1-6 and are offered a seat when they become available.

The school accepted 120 Kindergarten students for the upcoming school year with the following demographics:

- 50% of the students enrolled were siblings. (60 Siblings and 60 residents)
- 96% are Worcester residents.
- 51 % attended preschool programs in their city/town (Worcester, Auburn, Shrewsbury)
- 28% attended area Head Start Programs
- 11% attended area daycare centers
- 4% attended private preschool programs
- 6% were not enrolled in any preschool program

The school continues to collaborate with area organizations to support our annual enrollment campaigns. The school administration works with the Worcester Municipal Research Bureau, Community Healthlink, and the Multi Cultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

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

#### General Recruitment Activities for 2018-2019:

- The school's open enrollment campaign begins in October and concludes in January annually.
- Applications for grades K-6 are available on the school's website.
- Monthly advertised Parent Information Sessions and tours.
- The school implemented an online application in order to simplify the application process.
- The school provided parents with an option to complete the application over the phone or at the school with the assistance of a staff member.
- The school emailed families on the waitlist and enrolled in the school regarding the upcoming application period.
- Notices are published in each of the school newsletters.
- Enrollment Announcement (open house dates and deadlines) were published in the Telegram and Gazette and Bay State Parent (September-January)
- Enrollment Announcement (open house dates and deadlines) are provided to interested parties.

**Recruitment Plan – 2018-19 Strategies**  
**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 12.0%</p> <p><b>GNT percentage:</b> 12.0%</p> <p><b>CI percentage:</b> 12.7%</p> <p>The school is <b>AT</b> GNT percentages and <u>below</u> CI percentages</p>	<p style="text-align: center;"><b>(b) Continued 2017-18 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• The Special Education Director will collaborate with the Elementary School principal to provide information to kindergarten applicants regarding the school's special education program.</li> <li>• The Special Education Director with collaborate with the speech and language pathologist and Assistant Special Education Director to provide kindergarten applicants with information regarding the school's speech and language programs.</li> <li>• The Special Education Director with collaborate with French River Education Center to share admissions information and related services.</li> <li>• The Special Education Director will consult with Assumption College's Counseling program regarding supporting the city's high needs population.</li> <li>• The Special Education Director will consult with the school's outside service providers (psychologists, related services providers) regarding the school's enrollment process.</li> <li>• The Special Education Director will meet with members of the Worcester Regional Resource Bureau to provide enrollment information for Worcester families. The WRRB hosts community events monthly throughout the city.</li> <li>• The Special Education Director will meet weekly with the Director of the Multicultural Wellness Center to provide enrollment information for families with who children with a disability.</li> <li>• The Special Education Director will meet at least monthly with the external affairs contacts from the United Way of Central Massachusetts and the Worcester Department of Public Health, Girls Inc, and Assumption College School of Counseling to provide families with programmatic information.</li> <li>• The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability.</li> <li>• The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.</li> <li>• The enrollment office will provide families with information regarding the school's special education program.</li> <li>• The Special Education Director will review the special education programs with interested families as requested.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019Additional Strategy(ies), if needed</b></p> <p>X 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>

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> <li>Kindergarten is the primary entry point for admission to AKFCS and students may not be identified as having a disability. The Special Education Department including related service providers will be present at Kindergarten screening to evaluate students entering the school.</li> </ul>
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p>School percentage: 9.6%</p> <p>GNT percentage: 10.4%</p> <p>CI percentage: 16.6%</p> <p>The school is <u>below</u> GNT percentages and <u>below</u> CI percentages</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p><input type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>The English Language Learner (ELL) Coordinator will collaborate with the Enrollment office to participate in the open house sessions.</li> <li>The ELL Coordinator will participate in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process.</li> <li>The ELL Coordinator will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as ELL.</li> <li>The Enrollment Office will ensure that translated enrollment applications are available to families on the admissions page.</li> <li>Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English language learners services within the school and the community.</li> <li>According to the results of the Kindergarten Home Language survey, 68% of the families reported that a second language is spoken at home, with the majority of those families speaking an African Dialectic</li> <li>The Enrollment Office will share enrollment information to the following community organizations:             <ol style="list-style-type: none"> <li>Multi Cultural Wellness Center</li> <li>African Community Education Program(ACE)</li> <li>Centro Las Americas</li> <li>Southeast Asian Coalition of Central MA</li> <li>United Way of Central MA</li> <li>Girls Inc</li> </ol> </li> <li>The ELL Coordinator will host an enrollment information session for parents of interested students and share enrollment information to preschools located in areas where English is not the primary language.</li> <li>The school made applications available in Arabic and Spanish.</li> </ul>
	<p><b>(c) 2018-2019Additional Strategy(ies), if needed</b></p> <p>x 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>

Recruitment Plan – 2018-19 Strategies	
List strategies for recruitment activities for <u>each</u> demographic group.	
	<ul style="list-style-type: none"> <li>• The percentage of students in the first language is not English has increased from 26% in 2016 to 64.1% in 2018. The strategies listed above are working to increase the number of English learners entering the school. The school continues to work with area organizations to share enrollment information with families from across the city.</li> <li>• The school implemented a before school program for elementary students.</li> <li>• The school provides EL students with tutoring after school and during school vacations.</li> </ul>
Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: 39.9%</p> <p>CI percentage: 37.1%</p> <p>The school is <u>above</u> CI percentages</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Abby Kelley Foster will provide enrollment information to area pre-school programs including open house dates and application deadlines including but not limited to programs in the school's geographical area.</li> <li>• The enrollment office will collaborate with counselors from Community Healthlink to ensure families have access to community resources.</li> <li>• The school will provide enrollment information to ArtReach a before and after school program for Worcester public school families</li> <li>• The Special Education Director will coordinate with the after school program to host a parent information session.</li> </ul>
	<p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet 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><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• Abby Kelley Foster Charter Public School will continue to collaborate with the Worcester Regional Research Bureau to review Worcester Public School demographic information.</li> <li>• Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information.</li> <li>• The Special Education Director and ELL Coordinator will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	



<b>Recruitment Plan – 2018-19 Strategies</b> <b>List strategies for recruitment activities for each demographic group.</b>	
<u>Students at risk of dropping out of school</u>	<p><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students.</li> <li>• 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</li> </ul>
<u>Students who have dropped out of school</u>	<p><b>(f) 2018-2019 Strategies</b></p> <p>N/A</p>

## Retention Plan 2018-2019

**Please provide a brief narrative report on the successes and challenges of implementing strategies from the 2017-2018 Retention Plan.**

### 2017-2018 Implementation Summary:

Abby Kelley Foster's retention rate has remained consistent over the past five years with an overall average of 96.1%. The school administration has continued the practice of speaking with the parents of students who have expressed an interest in transferring outside of the district to determine the reason for the transfer. The school employs an enrollment coordinator to meet with incoming and outgoing students. Student transfers are due to families moving out of the area and attending the regions vocational high schools. Our school's retention rates for each subgroup listed below are all below the third quartile. Students and families have remained satisfied with our academic program as indicated by our most recent parent survey.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95%

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 3%</p> <p><b>Third Quartile:</b> 14.3%</p> <p>The school's attrition rate below third quartile percentages.</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p>x Below third quartile: no enhanced/additional strategies needed The special education director and/or the assistant director of special education will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education through the parent advocacy committee annually.</p> <p>The special education director will meet with the chair of the special education parent advocacy committee to discuss parent concerns and best practices for improving school communication.</p> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></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>

Retention Plan –2018-19 Strategies	
List strategies for retention activities for <u>each</u> demographic group.	
Limited English-proficient students/English learners	
<p><b>(a) CHART data</b></p> <p>School percentage: 0.9%</p> <p>Third Quartile: 15.3%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) 2016-2017 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <p>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 EL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request.</p> <p>The school guidance office will work with families to provide access to community resources.</p> <p>The school will offer parent information sessions regarding school academic and program information.</p> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></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 2017-2018 school year. No retention strategies needed.</p>
Students eligible for free or reduced lunch (low income/economically disadvantaged)	
<p><b>(a) CHART data</b></p> <p>School percentage: 1.9%</p> <p>Third Quartile: 17.8%</p> <p>The school's attrition rate is <u>below</u> third quartile percentages.</p>	<p><b>(b) Continued 2017-18 Strategies</b></p> <p>X Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs</p> <p><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></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>

Retention Plan –2018-19 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<u>Students who are sub-proficient</u>	<b>(d) 2018-2019 Strategies</b> <ul style="list-style-type: none"> <li>• The school will offer all students after school tutoring for students in grades 5-12.</li> <li>• The school may offer before school tutoring for students in grades K-4.</li> <li>• High school students with an average below a seventy in a core subject will be required to attend after school sessions.</li> <li>• The school will offer EL assistance sessions during school vacation weeks, after school and/or on Saturdays.</li> </ul>
<u>Students at risk of dropping out of school</u>	<b>(e) 2018-2019 Strategies</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to support students at risk of dropping out.</li> </ul>
<u>Students who have dropped out of school</u>	<b>(f) 2018-2019 Strategies</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

## ***Appendix C***

### **School and Student Data Tables**

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

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

<b>STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION</b>		
Race/Ethnicity	# of students	% of entire student body
African-American	711	49.8
Asian	58	4.1
Hispanic	318	22.3
Native American	1	0.1
White	297	20.8
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	40	2.8
Special education	171	12.0
Limited English proficient	137	9.6
Economically Disadvantaged	596	39.9

<b>ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR</b>			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Brian Haas, Executive Director	Implements the goals and objectives of the BOT.	July 1, 2015	
Christopher Kursonis, High School Principal	Implements the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Rob Kerr, Assistant High School Principal	Implements the goals and objectives of the HS principal including academic policy and procedure, discipline, professional development.	July 1, 1999	
Amy Puliafico, Middle School Principal	Implements the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2013	
Amy Emma, Elementary School Principal	Implements the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
AnnMarie Little, Special Education	Oversees the Special Education Department.	July 1, 2001	
Dianne Bonaventura, Business Manager	Administers and oversees all business transactions including budget development and school construction contracts.	July 1, 2004	
Steve Donaghy, Director of Facilities	Oversees the maintenance and operation of the three school buildings.	July 1, 2008	
John Calabresi, Director of Technology	Oversees the technology development and management system of the three school buildings.	August 1, 1998	
Susan Bialas, Assistant Director of Special Education	Monitors special education program.	August 1, 1998	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR</b>				
	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	120	1	3	1 teacher resigned during the school year 2 teachers retired at the end of the school year. 1 teacher did not renew her contract
Other Staff	80	0	2	2 instructional assistants resigned to take positions in the district.

Number of commissioner approved board members <b>as of August 1, 2018</b>	<b>8</b>
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11

<b>BOARD MEMBERS FOR THE 2017-2018 SCHOOL YEAR</b>				
<b>Name</b>	<b>Position on the Board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served</b>	<b>Length of each term (including date of election and expiration)</b>
Heidi Paluk	Chair	Education Governance Facilities Finance	1	1/11/2011-6/30/2013  7/1/2013-6/30/2016  7/1/2016-6/30/2019
Celia Blue	Member	None	1	9/6/2011-6/30/2014  7/1/2014-6/30/2017 7/1/2017-6/30/2020
Alicia O'Connell	Clerk	Education	1	12/1/2014-6/30/2017 7/1/2017-6/30/2020
Patrick Royce	Treasurer	Finance Facilities	1	12/1/2014-6/30/2017 7/1/2017-6/30/2020
Randy Schmid	Member	Finance Facilities	1	9/26/2013-6/30/2016  7/1/2016-6/30/2019
James Walsh	Member	Facilities Finance	3	12/6/2005-6/30/2009  7/1/2009-6/30/2012  7/1/2012-6/30/2016  7/1/2016-6/30/2019
Ryan Kitterage	Member	Facilities Finance	0	7/1/2016-6/30/2019
Susan Scully Hill	Member	Education	0	7/1/2017-6/30/2020
Shelley Yarni	Member	None	0	7/1/2017-6/30/2020

## Appendix D

### Additional Required Information

A number of changes at a charter school may not require an [amendment request](#) but do require that the school inform the Department in a timely fashion. Please remember to notify the Office of Charter Schools and School Redesign regarding these changes. Notification is required for many circumstances, please see the Charter School Regulations ([603 CMR 1.08 \(11\)](#)). Please provide updates on the following:

#### Key Leadership Changes

Please make sure your district/school profile and directory administration is up-to-date with the correct names and contact information for key leaders. Please ask your school's directory administrator (see <http://www.doe.mass.edu/infoservices/data/diradmin/list.aspx>) to update this data in Directory Administration and please input any changes in this survey for the key positions listed below (and simply input "NA" if there is no change). Your directory administrator can contact Lee DeLorenzo at [ldelorenzo@doe.mass.edu](mailto:ldelorenzo@doe.mass.edu) or 781-338-3227 for assistance.

Position	Name
Board of Trustees Chairperson	Heidi Paluk
Charter School Leader	Brian Haas
Assistant Charter School Leader	N/A
Special Education Director	AnnMarie Little
MCAS Test Coordinator	Robert Kerr
SIMS Coordinator	Jill Stone
English Language Learner Director	Amelie Tambolleo
School Business Official	Dianne Bonaventura

\*Add additional rows as necessary

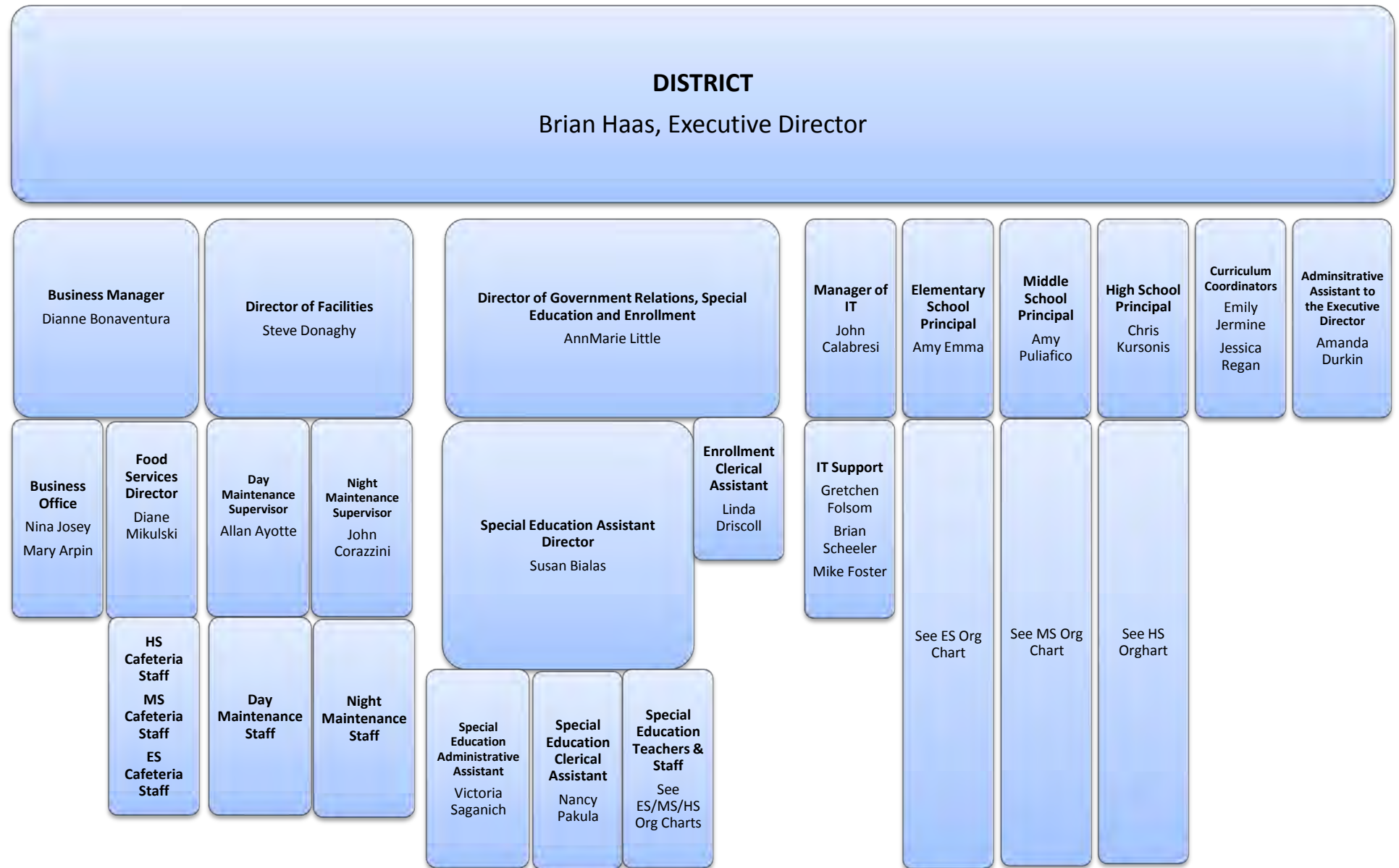
#### Facilities

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

#### Enrollment

Action	Date(s)
Student Application Deadline	January 27 , 2018
Lottery	February 27, 2018





## Appendix F : Dissemination Efforts

<b>Best Practice Shared</b>	<b>Year Dissemination Occurred</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Criteria</b> that best aligns to the shared best practice (choose from the drop down menu)	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Musical Competence	2014-Present	Performance: The Nutcracker	Mission and Key Design Elements	Hanover Theater, Massachusetts Symphony Orchestra, Ballet Arts Worcester	Partnership and collaboration with the Massachusetts Symphony Orchestra and Ballet Arts Worcester, Annual performance
Musical Competence	2014-Present	Performance: Central District Massachusetts Music Educators Association Junior HS Festival	Mission and Key Design Elements	Central Massachusetts Music Educators	AKF students and faculty are represented in a statewide music festival which highlights high performing students.
Musical Competence	2014-Present	Performance: Worcester Youth Orchestra	Mission and Key Design Elements	Auburn, Shrewsbury, Worcester, Notre Dame Academy	Students participate in a free private community orchestra program with division one districts from Central MA.
Academic Performance	2013-Present	Guild of International Baccalaureate Schools (GIBS)	Professional Development	New England IB schools	Partnership with IB schools from the region to provide professional development and mentoring services.
Academic Performance	2013-Present	National Junior Classical League	Mission and Key Design Elements	Grades 5-12	Students submit projects and papers to compete in the national convention.
Academic Performance	2014-Present	Worcester Public Schools	Supports for Diverse Learners	Grades K-4	Coordinated with a WPS in order to establish a student support system to meet the special education needs of our students in the ES.
Professional Development	2016-Present	Massachusetts Elementary School Principals Association	School Leadership	Grades K-4	ES principal collaborates with regional public school principals to share best practices.(IPT Process)
Social/ Emotional supports	2013- Present	Supporting girls in Grades 5-12 to build leadership skills and master physical, intellectual, social, and emotional challenges.	Social Emotional Health Needs	Girls Inc, Worcester	Ongoing partnership with Girls Inc including career development, social emotional support, peer mediation, college counseling and community service.
Social/ Emotional Supports	2015- Present	Collaboration with Community Health Link to support students in need of therapeutic services	Social Emotional Health Needs	UMASS Medical Center	Formed a partnership to support students K-12 in need of therapeutic support during the school day.