

# Abby Kelley Foster Charter Public School

2019-2020

## Annual Report

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<b>Name of School Abby Kelley Foster Charter Public School</b>			
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, Holden, Oxford, Leicester, Millbury, Oxford, Shrewsbury, W.Boylston, Worcester
Year Opened	1998	Year(s) the Charter was Renewed (if applicable)	2003, 2007, 2013, 2018
Maximum Enrollment	1426	Enrollment as of <b>(June 30, 2020)</b>	1426
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 <b>(June 30, 2020)</b>	548
Final Number of Instructional Days during 2019-2020 School Year <sup>1</sup> Report the number of "in person" days <u>separately from</u> the number of "remote learning" days. (e.g. 124 in person days; 56 remote days)	123 in person and 62 remote days		
School Hours	K-3: 8:30-3:30 4-12 7:25-2:10	Age of School as of 2019-2020 School Year	22
<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.			

<sup>1</sup> In April 2020, Commissioner Jeffrey C. Riley amended the terms of every charter school's charter related to the length of the school year and permitted all charter schools to operate consistent with orders made by the Commonwealth of Massachusetts in response to Coronavirus Disease 2019. Charter schools were required to make closure decisions and changes in the school year to comply with these orders. All charter schools are required to report the total number of school days they were in session for the 2019-2020 year in their annual reports. Report the number of "in person" days and the number of "remote learning" days.

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

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

<b>2018-2019 Student Discipline</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
All Students	1440	35	0.2	2.4	0.0
EL	142	4	0	0	0.0
Economically Disadvantaged	624	9	0	1.4	0.0
Students with Disabilities	191	7	1.0	3.1	0.0
High Needs	873	20	0.3	2.2	0.0
Female	757	8	0.1	0.9	0.0
Male	683	27	0.3	4.0	0.0
American Indian or Alaska Native	3	0	0	0	0.0
Asian	49	1	0	0	0.0
African American/Black	737	15	0	2.0	0.0
Hispanic/Latino	329	9	0.3	2.7	0.0
Multi-race, Non-Hispanic/Latino	38	2	0	0	0.0
Native Hawaiian or Pacific Islander	2	0	0	0	0.0
White	282	8	0.4	2.8	0.0

## DISSEMINATION EFFORTS

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

## ACADEMIC PROGRAM SUCCESS

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.

## STUDENT PERFORMANCE

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

<http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04450000&orgtypecode=5&>

19 Official Accountability Report – ABBY KELLEY FOSTER CHARTER PUBLIC SCHOOL	
Overall classification	<b>Not requiring assistance or intervention</b>
Reason for classification	<b>Substantial progress toward targets</b>
Progress toward improvement targets	<b>68% - Substantial progress toward targets</b>
Accountability percentile	-

## 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 2020-2021 school year. **See Appendix E**

### TEACHER EVALUATION

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

**COMPLAINTS** The board of trustees did not receive any formal complaints.

<b>2020-2021 BOARD OF TRUSTEE MEETING SCHEDULE</b>	
<b>Date/Time</b>	<b>Location</b>
August 19, 2020 6:30 PM	High School Auditorium
September 23, 2020 6:30PM	High School Auditorium
October 23 & 28 2020 6:30PM	High School Auditorium
December 2, 2020 6:30PM	High School Auditorium
January 27, 2021 6:30PM	High School Auditorium
March 31, 2021 6:30PM	High School Auditorium
April 28, 2021 6:30 PM	High School Auditorium
May 26, 2021 6:30 PM	High School Auditorium
June 23, 2021 6:30 PM	High School Auditorium

<b>COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Education Finance and Facilities	August 5, 2020 8:00 am August 18, 2020 8:00 am	MS Conference Room
Education Finance and Facilities	September 10, 2020 8:00am September 18, 2020 8:00 am	MS Conference Room
Education	October 8, 2020 8:00 am	MS Conference Room
Education Finance and Facilities	November 12, 2020 8:00 am November 20, 2020 8:00 am	MS Conference Room
Education Finance and Facilities	December 10, 2020 8:00 am December 18, 2020 8:00 am	MS Conference Room
Education Finance and Facilities	January 7, 2021 8:00 am January 22, 2021 8:00 am	MS Conference Room
Facilities and Finance	February 26, 2021 8:00 am	MS Conference Room
Education Finance and Facilities	March 11, 2021 8:00 am March 19, 2021 8:00 am	MS Conference Room
Education Finance and Facilities	April 8, 2021 8:00 am April 16, 2021 8:00 am	MS Conference Room
Education Finance and Facilities	May 13, 2021 8:00 am May 21, 2021 8:00 am	MS Conference Room
Education Finance and Facilities	June 10, 2021 8:00 am June 11, 2021 8:00 am	MS Conference Room

## BUDGET AND FINANCE

<b>FY21 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 16, 2020 submission	1426
Number of students upon which FY21 budget tuition line is based	1426
Number of expected students for FY21 first day of school	1426
Please explain any variances: Student withdrawals at the end of the school year were filled by the waitlist.	

**Abby Kelley Foster Charter Public School**  
**Statement of Revenues, Expenses and Changes in Net Position**  
**For the year ended June 30, 2020 (unaudited)**

**Operating Revenue:**

Per-Pupil Tuition	\$	18,287,802
In-Kind Pension	\$	5,524,091
Per-pupil transportation	\$	1,242,424
Grants - Government	\$	1,351,063
Other	\$	144,946
Program specific grants - private	\$	2,500
Total Operating Revenue	\$	<u>26,552,826</u>

**Operating Expenses:**

Personnel and related costs:

Salaries	\$	11,897,198
Payroll taxes and benefits	\$	1,984,219
In-kind Pension	\$	3,724,091
Staff Development	\$	87,066
Total Personnel and related costs	\$	<u>17,692,574</u>

Direct Student Costs:

Student Transportation	\$	1,170,765
Food Services	\$	334,633
Contracted Services	\$	141,026
Instructional Software and Equipment	\$	111,477
Office and classroom supplies	\$	294,447
Other Student Activities	\$	124,774
Total Direct Student Costs	\$	<u>2,177,122</u>

Occupancy:

Interest	\$	782,087
Utilities	\$	767,377
Facility Maintenance	\$	486,667
Insurance	\$	146,146
Environmental Costs	\$	57,943
Equipment Lease	\$	82,397
Other		
Total Occupancy Costs	\$	<u>2,322,617</u>

Other Operating Expenses:

Professional Services	\$	166,829
Contracted Services	\$	168,817
Other	\$	39,415
Dues and Subscriptions	\$	43,491
Printing and Postage	\$	16,990
Meetings and travel	\$	8,351
Advertising	\$	3,055
Total Other Operating Expenses	\$	<u>446,948</u>

Depreciation

\$ 1,478,304

Total Operating Expenses \$ 24,117,566

**General Revenue:**

Interest income	\$	89,433
Gain on disposal	\$	-
Total General revenue	\$	<u>89,433</u>

Changes in net position \$ 2,524,693

**Net Position:**

Beginning of Year	\$	20,373,901
End of Year	\$	<u>22,898,594</u>



**Abby Kelley Foster Charter Public School**  
**Statement of Net Position (Unaudited)**  
**June 30, 2020**

**Current Assets:**

Cash and Cash Equivalents	\$	4,367,182
Current portion of restricted cash	\$	4,140,663
Accounts Receivable	\$	148,040
Prepaid Expenses and other assets	\$	124,414

Total Current Assets    \$       8,780,298

**Non-Current Assets:**

Capital Assets, net	\$	38,459,699
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Total Non-Current Assets    \$       38,459,699

Total Assets                                \$       47,239,997

**Current Liabilities**

Current portion of bonds payable	\$	1,285,074
Accounts Payable and accrued expenses	\$	2,774,244

Total Current Liabilities    \$       4,059,317

Bonds Payable, net                                \$       20,282,086

Total Liabilities    \$       24,341,403

**Net Position:**

Unrestricted	\$	1,865,392
Invested in capital, net	\$	21,033,202

Total net position    \$       22,898,594

Total liabilities and net position                                \$       47,239,997

**Abby Kelley Foster Charter Public School  
Operating Budget  
Fiscal Year 2021**

**Operating Revenue:**

Per-Pupil Tuition	\$	19,500,000
Per-pupil transportation	\$	920,534
In-Kind Pension	\$	3,025,374
Grants - Government	\$	1,557,117
Other	\$	211,795
Program specific grants - private	\$	20,000
Total Operating Revenue	\$	<u>25,234,821</u>

**Operating Expenses:**

Personnel and related costs:

Salaries	\$	13,055,838
Payroll taxes and benefits	\$	2,298,687
In-kind Pension	\$	3,025,374
Staff Development	\$	110,058
Total Personnel and related costs	\$	<u>18,489,957</u>

Direct Student Costs:

Student Transportation	\$	1,324,377
Food Services	\$	467,865
Office and classroom supplies	\$	281,322
Instructional Software and Equipment	\$	170,551
Other Student Activities	\$	173,890
Contracted Services	\$	219,400
Total Student Costs	\$	<u>2,637,405</u>

Occupancy:

Interest	\$	732,129
Utilities	\$	742,864
Facility Maintenance	\$	469,350
Insurance	\$	149,003
Equipment Lease	\$	90,645
Environmental Costs	\$	9,101
Total Occupancy Costs	\$	<u>2,193,093</u>

Other Operating Costs:

Contracted Services	\$	155,984
Meetings and travel	\$	8,185
Professional Services	\$	54,151
Dues and Subscriptions	\$	46,889
Other	\$	28,379
Advertising	\$	168,523
Printing and Postage	\$	18,894
Total Other Operating Costs	\$	<u>481,005</u>

Depreciation

\$	1,436,262
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Total Operating Expenses	\$	<u>25,237,722</u>
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**General Revenue:**

Interest income	\$	100,000
Gain on disposal	\$	-
Total General revenue	\$	<u>100,000</u>
Changes in net position	\$	97,099

**Net Position:**

Beginning of Year	\$	20,373,901
End of Year	\$	<u><u>20,471,000</u></u>

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

## Appendix A

### Accountability Plan Evidence 2019-2020

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
<b>Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme</b>		
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.	Not Met	The International Baccalaureate Programme Organization cancelled the exams for the 2020 cohort due to COVID-19.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings held monthly are using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator.
<b>Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.</b>		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	118 teachers and administrators attended two or more professional development sessions in their subject matter totaling \$91,300. Maintenance, food services and administrative support staff are not included in the data collection. Documentation by the curriculum coordinators and business office.
Measure: Over the course of the charter term, 50% of the core teachers in Grades 8-10 will be trained in the IB method.	Partially Met	Three teachers in grades 8-10 attended IB training in the areas of literature and Spanish. The remainder of the trainings were cancelled due to Covid-19.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Partially Met	100% of the teachers in grades 8-10 were subject to 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.
<b>Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.</b>		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate	Met	100% of the seniors participating in the instrumental and vocal program demonstrated musical competence as

competence of their musical instrument by their senior year as measured by a solo performance assessment annually.		measured by a solo performance assessment. Student performances included IB assessments are maintained by the music director.
Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Not Met	The school did not meet this measure due to the school closure. Spring music performances would have included: Railers, Bravehearts, and Worcester Youth Orchestra.

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
<b>Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.</b>		
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.	Not Met	The survey was postponed due to the school closure.
Measure: Annually, 75% of the Middle School parents/guardians of students nominated for the character virtue of the month will attend the monthly character virtue breakfast.	Met	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. Attendance sheets collected as parents signed in are maintained in the MS front office.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	Met	50% of the high school parents attended one of the information sessions hosted by the guidance and/or IB department. Documentation is collected by the guidance department.
<b>Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.</b>		
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 2020 completed the required 50 hours of community service. Documentation is collected by the guidance department.
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Partially Met	The elementary and middle school coordinated community service activities to support the Worcester County Food Bank, recycling, and letters to soldiers and However, the spring events were canceled due to school closure Documentation regarding community services projects and published in the school newsletters.
<b>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.</b>		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to intervention model and/or co-teaching model.	Met	The Elementary Principal met monthly with the principal of Nelson Place (WPS) to coordinate student support programming through the month of February. Documentation maintained by the ES principal.

Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the Guild of International Baccalaureate Schools (GIBS) of the Northeast.	Met	The high school IB teachers attended 10 GIBS round table meetings during the 19-20 school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS regional IB Coordinators meeting on September 25 October 5 and February 27 2020. Documentation maintained by the IB coordinator.

## ***Appendix B***

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

**School Name:** Abby Kelley Foster Charter Public School

#### **2019-2020 Implementation Summary:**

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

Abby Kelley Foster Charter Public School enrollment campaign for the 2019-2020 academic school year began in October and concluded in January. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 120 Kindergarten students. Demographic data is not available until the school reopens and kindergarten screening can be held. The Special Education Director collaborates with the Worcester Municipal Research Bureau, Community Healthlink, and the Multi Cultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

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

##### **General Recruitment Activities for 2019-2020:**

##### **General Recruitment Activities:**

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

**Recruitment Plan –Strategies 2020-2021**  
**List strategies for recruitment activities for each demographic group.**

**Special Education**

**(b) 2019-2020 Strategies**

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

**(c) 2020-2021 Additional Strategy(ies), if needed**

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

**Special Education  
(a) CHART data**

**School percentage:**  
12.3%  
**GNT percentage:**13.3%  
**CI percentage:** 14%

The school is below  
GNT percentages and  
below CI percentages



<b>Limited English-proficient students/English learners</b>	
<p><b>EL</b> <b>(a) CHART data</b></p> <p><b>School percentage:</b> 11.3 %</p> <p><b>GNT percentage:</b> 11.9%</p> <p><b>CI percentage:</b> 15.3 %</p> <p>The school is <u>below</u> GNT percentages and below CI percentages</p>	<p><b>(b) 2019-2020 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 information available to families.</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>• 63.7% of the families have indicated that English is not their first language.</li> <li>• The Enrollment Office will share enrollment information to the following community organizations:             <ol style="list-style-type: none"> <li>1. Multi-Cultural Wellness Center</li> <li>2. United Way of Central MA</li> <li>3. Girls Inc. of Worcester</li> <li>4. SouthEast Asian Coalition of Central Massachusetts</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 will provide information on the school's website regarding the ELL program with applications available in Spanish, Twi, Vietnamese, and Portuguese.</li> </ul>
	<p><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• The school will have applications available in Twi, Spanish, Vietnamese, and Portuguese. The percentage of students in the first language is not English has increased steadily since 2016. The strategies listed above are having an impact on our enrollment statistics. The school will continue to use the strategies listed for the upcoming school year.</li> </ul>

**Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)**

<p><b>Economically Disadvantaged (a) CHART data</b></p> <p><b>School percentage:</b> 38.7%</p> <p><b>GNT percentage:</b>33.4%</p> <p><b>CI percentage:</b> 37.5</p> <p>The school is <u>above</u> GNT percentages</p>	<p align="center"><b>(b) 2019-2020 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 preschool 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 continue to coordinate with the after school program to host a parent information session.</li> </ul> <p align="center"><b>(c) 2020-2021 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) 2019-2020 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 at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2019-2020 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>

# Retention Plan

## 2019-2020

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

### 2019-2020 Implementation Summary:

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

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

Overall Student Retention Goal	
Annual goal for student retention (percentage):	95.1%

Retention Plan –2019-2020 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>5.4 %</p> <p><b>Third Quartile:</b>14.7 %</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director and/or the assistant director of special education will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education annually.</p> <p>The special education director will meet with parents to discuss concerns and best practices for improving school communication.</p>
	<p style="text-align: center;"><b>(c) 2020-2021 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>
Limited English-proficient students/English learners	
Limited English-proficient students	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 1.4%</p> <p><b>Third Quartile:</b> 14.8</p>	<p style="text-align: center;"><b>(b) 2019-2020 Strategies</b></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 school is below third quartile percentages.</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><b>(c) 2020-2021 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 2018-2019 school year. No retention strategies needed.</p>
<p><b>Students eligible for free or reduced lunch (low income/economically disadvantaged)</b></p>	
<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b>3.9 %</p> <p><b>Third Quartile16.3:</b> %</p> <p>The school is below third quartile percentages.</p>	<p><b>(b) 2019-2020 Strategies</b></p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs.</p> <p><b>(c) 2020-2021 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><b><u>Students who are sub-proficient</u></b></p>	<p><b>(d) 2019-2020 Strategies</b></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 will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>
<p><b><u>Students at risk of dropping out of school</u></b></p>	<p><b>(e) 2019-2020 Strategies</b></p> <p>The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.</p>

	The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out.
<u>Students who have dropped out of school</u>	<b>(f) 2019-2020 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=04450000&orgtypecode=5>  
&

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	748	52.4
Asian	50	3.5
Hispanic	297	20.8
Native American	6	0.4
White	279	19.6
Native Hawaiian, Pacific Islander	1	0.1
Multi-race, non-Hispanic	45	3.2
Special education	175	12.3
Limited English proficient	156	11.0
Economically Disadvantaged	551	38.7

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Brian Haas, Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2015	June 30, 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	
Amy Emma, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Dianne Bonaventura, Business Manager	Administers and oversees all business transactions including budget development.	July 1, 2004	

John Calabresi, Director of Technology	Oversees the technology development and management system of the three school buildings.	August 1, 1998	
Mike Grennon, Director of Facilities	Oversees the operation of the three school buildings and fields	January 1, 2019	

#### TEACHERS AND STAFF ATTRITION FOR THE 2018-2019 SCHOOL YEAR

	Number as of the last day of the 2019-2020 school year	Departures during the 2019-2020 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	168	35	2	Salary scale, retirement, moved out of state.
Other Staff	28	5	0	Salary, work hours for nightshift

#### BOARD AND COMMITTEE INFORMATION

Number of commissioner approved board members as of August 1, 2020	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11
Number of board <b>committee</b> members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	N/A

#### BOARD MEMBERS FOR THE 2019- 2020 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	Education	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
Randy Schmid	Member	Finance Facilities	2	9/26/2013-6/30/2016 7/1/2016-6/30/2019 7/1/2019-6/30/2022
Ryan Kittredge	Member	Facilities Finance	2	7/1/2016-6/30/2019 7/1/2019-6/30/2022
Susan Scully Hill	Member	Education	1	7/1/2017-6/30/2020 resigned as of June 13,2020
Shelley Yarnie	Secretary	Education	1	7/1/2017-6/30/2020
Bibiche Zagabe-Ndiku	Member	Education	0	2/29/2020-6/30/2022

## Appendix D

### Additional Required Information

Position	Name	Email Address	No Change/ New/Open Position
Board of Trustees Chairperson	Celia Blue	cblue@akfcs.org	New
Charter School Leader	Brian Haas	<a href="mailto:bhaas@akfcs.org">bhaas@akfcs.org</a>	Resigned as of June 30, 2020
Special Education Director	AnnMarie Little	<a href="mailto:amlittle@akfcs.org">amlittle@akfcs.org</a>	No Change
MCAS Test Coordinator	Robert Kerr	<a href="mailto:rkerr@akfcs.org">rkerr@akfcs.org</a>	No Change
SIMS Coordinator	Gretchen Folsom	<a href="mailto:gfolson@akfcs.org">gfolson@akfcs.org</a>	No Change
English Language Learner Director	Amelie Tambolleo	atambolleo@akfcs.org	No Change
School Business Official	Dianne Firment	dbonaventura@akfcs.org	No change
SIMS Contact	Amelie Tambolleo	atambolleo@akfcs.org	No Change
Interim Executive Director	Heidi Paluk	<a href="mailto:Hpaluk@akfcs.org">Hpaluk@akfcs.org</a>	New

#### Facilities

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

#### Enrollment

Action	Date(s)
Student Application Deadline	January 25, 2021
Lottery	February 25, 2021

