

Abby Kelley Foster Charter Public School

2020-2021

Annual Report

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TABLE OF CONTENTS

INTRODUCTION TO THE SCHOOL	3
FAITHFULNESS TO THE CHARTER	
Mission and Key Design Elements	4
Amendments to the Charter	4
Dissemination Efforts	6
ACADEMIC SUCCESS	
Academic Program	6
Student Performance	8
ORGANIZATION VIABILITY	
Organization Structure	9
Board of Trustee Schedule	9
Budget and Finance	10
Unaudited Statement	11
Net Assets	12
FY'22 Budget	13
Capital Plan	14
ADDITIONAL INFORMATION	
Accountability Plan	15
Student Recruitment and Retention Plan	18
Student Data	24
Additional Required Information	26
Organization Chart	27

Name of School Abby Kelley Foster Charter Public School			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Worcester
Regional or Non-Regional	Regional	Chartered Districts in Region (if applicable)	Auburn, 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 (June 30, 2021)	1425
Chartered Grade Span	K-12	Current Grade Span	K-12
Number of Instructional Days per School Year (as stated in the charter)	180	Students on Waitlist as of (June 30, 2021)	472
Final Number of Instructional Days during 2019-2020 School Year	170		
School Hours	K-3: 8:30-3:30 4-12 7:25-2:10	Age of School as of 2020-2021 School Year	23
Mission Statement The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation.			

FAITHFULNESS TO THE TERMS OF THE CHARTER

MISSION AND KEY DESIGN ELEMENTS

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 relationships with our families we host information sessions and encourage participation through parent groups, classroom volunteers and school activities.

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

As part of our mission, parents must share and engage their children in the importance of character education. Student behavior is managed through positive reinforcement using Responsive Classroom in the elementary school. Middle and high school behavior is managed using the School's Code of Conduct. Students and faculty are strongly encouraged to incorporate problem solving and social skills into the school community. Community outreach has become an increasingly important component of our character education program. The district engages in a number of community service projects that support the school's character virtues throughout the school year.

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

AMENDMENTS TO THE CHARTER

Date Submitted	Amendment Requested	Pending or Approved?
10/27/2020	Enrollment Policy	Approved 11/3/2020

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.

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

2020-2021 Student Discipline					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	1446	27	0.3	1.7	0
EL	167	0	0	0	0
Economically Disadvantaged	679	16	0.4	1.9	0
Students with Disabilities	186	7	0.5	3.8	0
High Needs	897	20	0.4	1.9	0
Female	777	11	0.1	1.3	0
Male	669	16	0.4	2.1	0
American Indian or Alaska Native	5	0	0	0	0
Asian	49	0	0	0	0
African American/Black	760	15	0.1	1.8	0
Hispanic/Latino	301	9	0.7	2.3	0
Multi-race, Non-Hispanic/Latino	50	1	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	280	2	0	0	0

DISSEMINATION EFFORTS

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Professional Development re: Covid	MCPSA, webinar, zoom, conference call.	Director of Finance, Interim Executive Director	MCPSA; Christa McAuliffe Charter School; Sizer; Paulo Freire Charter; MLKCS; Kipp MA; Hilltown Charter; Salem Academy Charter	The district engaged in developing protocols regarding safe and healthy school based learning to open throughout the school year. Templates, staffing levels, parent and communication practices.
Professional Development --Parent Engagement	Webinar, zoom, conference call	MS Team, MS Principal, Interim Executive Director, Dir. Communications	Medford Public Schools, Southeastern Regional Vocational-Technical Schools	The district engaged in a Family, School, Community Partnership assessment with DESE and School & Main to determine how engaged families are with their student's education. Share best practices among other cohorts on engaging parents/families.
Academic Performance	Professional Development (MA Elementary Principals Association	Elementary School Principal	Central MA school administrators and Worcester Public Schools	The elementary school principal continues to share best practices regarding supports for diverse learners through the response to intervention model.
Academic Performance	Guild of International Baccalaureate Schools	IB Coordinator	New England IB schools	Continued partnership with regional IB schools to share professional development for IB courses including biology and math.
Community Service	Community forums	Interim Executive Director	50 non-profits and other community leaders	Outcomes from these meetings included mask donations from private companies for our students, AKFCS lending surplus desks to Learning Pods at Girls Inc. of Worcester so they could run full day programs for students who were not yet back in school, and to assist with online learning, the creation of a caregiver technology website that assisted parents/caregivers in helping with technology troubleshooting. We also became a large food distribution site as we had access to more than 30 20lb boxes of food each week that we were able to distribute to our most needy families and community partners in addition to our nutrition program's supplies.

ACADEMIC PROGRAM

Abby Kelley Foster implemented the remote + model for the 2020-2021 academic year based on the following schedule:

- September 10, 2020 School opened for grades 1-12 (remote)
- September 14, 2020 School opened for grades 1-12 high needs students (hybrid)
- September 21, 2020 School opened for students in Kindergarten (hybrid)
- November 2, 2020 School opened for grades 1-3 (hybrid)
- January 11, 2021 School opened for grades 4-12 (hybrid)
- April 5, 2021 School opened for grades K-7 (in person)
- May 3, 2021 School opened for grades 8-12 (in person)

All staff worked from school throughout the pandemic (in FY 21) unless they had exceptions.

Curriculum, instruction, assessments and supports for all learners remained in place during the academic school year. However, the delivery of instruction, assessment and supports for all learners were modified throughout the school year as we transitioned to different learning models. The district welcomed back students in person, hybrid and remotely during the school year. Abby Kelley Foster placed a strong emphasis on returning to in

person learning at some capacity in the fall. The elementary school began school in the hybrid model in September for our youngest learners (Kindergarten) and gradually moved toward full hybrid model for all students K-3 in November. The middle and high school continued remotely until January.

The district maintained high expectations for students, faculty and staff throughout the school year. Teachers and administrators worked in person since August. The district utilized the 10 professional development days at the beginning of the school year to plan, develop and implement the different platforms to deliver high quality instruction remotely for all students. The district issued Chromebooks to all 1,426 students and had hot spots available for students and families requiring internet assistance.

All instruction was designed and delivered by the grade level/content area teacher in accordance with the established AKFCS curriculum which is aligned to the Massachusetts Curriculum Frameworks. The primary resource for student learning was the classroom and/or subject matter teacher. The learning management platforms utilized included Google Classroom and Zoom. Additional resources that were used during independent work time include IXL, Vocabulary.com, Epic, NewsELA, Freckle, NoRedInk, and others deemed appropriate by teachers and administration. Go Guardian was used to monitor content and contact students in real time while working remotely. Grading was completed using each school's typical grading system. Students were graded according to attendance/participation, in class work completion, projects, tests, and quizzes. Students in grades K-8 were assessed using the I-Ready assessment system which was conducted remotely in the fall, winter and spring. Students in the high school completed assessments in accordance with their course requirements.

The Department of Elementary and Secondary Education recognized that special education services needed to be delivered differently during the COVID-19 pandemic. Abby Kelley Foster Charter Public School provided students with disabilities, IEP services in accordance with DESE guidelines. Students with disabilities received their full IEP services, including related services in person, in the hybrid learning model or in full remote throughout the school year. The district held a strong emphasis on providing in-person instruction to the greatest extent possible, while abiding by the necessary health and safety requirements.

Parents were contacted by their child's special education teacher to discuss and coordinate their child's IEP services for both in person and remote implementation at the beginning of the school year. Documentation regarding parent involvement was included in the IEP. The student's special education teacher was the primary contact for students, families, and general education staff during the school year. Annual review, initial and reevaluation team meetings were held throughout the school year in accordance with a student's IEP dates.

Abby Kelley Foster includes three buildings: ES K-3, MS 4-7 and HS 8-12 which were sanitized daily. All buildings adhered to the DESE school and safety protocols throughout the school year. The district purchased electrostatic sprayers which were used each night. High touch surfaces like door handles, light switches, handrails, etc. in each building were cleaned and sanitized throughout the day. Bathrooms were cleaned throughout the day not just at night. All members of the staff had access to PPE as needed and desks were placed 6 feet apart during the school year. The district participated in pooled testing on a weekly basis beginning in March, which ran until school closed in June. In all, more than 1,700 tests were conducted with zero positive results.

In order to provide students with additional academic services, the district offered summer school services at the high school, English learning services during the school vacation weeks and summer tutoring for our special education students. High school summer school took place in person and/or had the opportunity to attend an on line course. The special education department offered summer school for special education students in grades K-7 regardless if the services were included in the IEP.

The district plans to use MCAS and/or I-Ready data to determine academic programming for the 2021-2022 school year. The curriculum coordinators and building principals meet regularly to plan professional development, monitor instruction and implement supplemental services as necessary.

Abby Kelley was selected to be part of a DESE sponsored initiative focused on Family, School, and Community Partnership (FSCP). This FSCP Initiative was led by DESE in partnership with Pat Spradley, former chief of parent and community engagement for Springfield Public Schools, and the School & Main Institute. The work included 5 meetings with the consultants, focus groups of students, staff, parents (in multiple languages), board and community leaders. School and Main took the data from the focus groups, coupled that with survey data we shared from recent years, as well as our committee's self-assessment and helped us identify approaches to a district wide plan. This pilot initiative, based on the updated [Massachusetts Family, School, and Community Partnership Fundamentals - Version 2.0](#), will support the innovation and implementation of powerful family engagement strategies this year and beyond. South & Main consultants shared the initial findings from their focus groups, surveys, and other data they collected. Overall, AKFCS is in the participation phase with our relationship with families. We ask them to come to events and we share information with them. We are beginning the work to engaged families and move from participation to partnership, which will truly engage them in our work

The district held a district wide professional development sessions with our DEI Consultant/SME, Robert Jones. These sessions were mandatory for all employees of AKFCS. This first session focused on Microaggressions/Implicit Biased training; the second session focused on Understanding and Responding to Conflict to help with difficult conversations. Mr. Jones prepared interactive sessions in both cases which increased our staff's understanding of specific DEI topics.. The sessions have been in addition to the optional Conscious Dialogue Series and the Book Study all Director level leaders/directors from across the district , to meet to share, reflect and discuss the book White Fragility by Robin Diangelo, which was the same text studied last year by the administration and Board of Trustees. This will continue our common language and setting of norms as a practice to better equip staff at AKFCS for engaging with diverse students, families, and perspectives.

The interim executive director participated in many professional development sessions focused on Anti-Racism, Belonging, and Culturally Responsive Schools including those hosted by the Massachusetts Charter Public School Association, Elementary and Secondary Education (DESE) and other community groups leading work in this area.

STUDENT PERFORMANCE

To view our school report card, find Abby Kelley Foster's profile on Department of Education's website at <https://reportcards.doe.mass.edu/2020/DistrictReportcard/04450000>

Click on the [School and District Profiles website](#) link and click the Accountability tab or by clicking on link below.

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

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 2021-2022 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.

2021-2022 BOARD OF TRUSTEE MEETING SCHEDULE	
Date/Time	Location
August 25 6:30 PM	High School Auditorium
September 22 6:30PM	High School Auditorium
October 27 6:30PM	High School Auditorium
December 15 6:30PM	High School Auditorium
January 26 6:30PM	High School Auditorium
March 23 6:30PM	High School Auditorium
April 21 & 27 6:30 PM	High School Auditorium
May 25 6:30 PM	High School Auditorium
June 22 6:30 PM	High School Auditorium

COMMITTEE MEETING SCHEDULES FOR THE 2020-2021 SCHOOL YEAR		
Name of Committee	Date/Time	Location
Education Finance and Facilities	August 19 8:00 am	MS Conference Room
	August 20 8:00 am	
Education Finance and Facilities	September 9 8:00am	MS Conference Room
	September 17 8:00 am	
Education Finance and Facilities	October 14 8:00 am	MS Conference Room
	October 22 8:00 am	
Education Finance and Facilities	November 10 8:00 am	MS Conference Room
	November 19 8:00 am	
Education Finance and Facilities	December 9 8:00 am	MS Conference Room
	December 17 8:00 am	
Education Finance and Facilities	January 13 8:00 am	MS Conference Room
	January 21 8:00 am	
Education Facilities and Finance	February 10 8:00 am	MS Conference Room
	February 18 8:00 am	
Education Finance and Facilities	March 10 8:00 am	MS Conference Room
	March 18 8:00 am	
Education Finance and Facilities	April 14 8:00 am	MS Conference Room
	April 15 8:00 am	
Education Finance and Facilities	May 12 8:00 am	MS Conference Room
	May 20 8:00 am	
Education Finance and Facilities	June 19 8:00 am	MS Conference Room
	June 17 8:00 am	

BUDGET AND FINANCE

FY22 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2021 submission	1426
Number of students upon which FY22 budget tuition line is based	1426
Number of expected students for FY22 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, 2021 (unaudited)

Operating Revenue:	
Per-Pupil Tuition	19,156,659
Per-pupil transportation	1,244,598
Grants - Government	2,149,087
Other	150,909
Program specific grants - private	-
Total Operating Revenue	<u>\$ 22,701,253</u>
Operating Expenses:	
Personnel and related costs:	
Salaries	13,274,802
Payroll taxes and benefits	2,465,799
Recruitment Staff Development	56,136
Total Personnel and related costs	<u>\$ 15,796,737</u>
Direct Student Costs:	
Student Transportation	1,097,055
Food Services	173,331
Contracted Services	194,068
Instructional Software and Equipment	442,328
Office and classroom supplies	169,927
Other Student Activities	79,409
Total Direct Student Costs	<u>\$ 2,156,118</u>
Occupancy:	
Interest	728,235
Utilities	868,424
Facility Maintenance	638,788
Insurance	144,301
Equipment Lease	81,666
Other	7,834
Total Occupancy Costs	<u>\$ 2,469,248</u>
Other Operating Expenses:	
Professional Services	232,692
Contracted Services	37,586
Other	83,901
Dues and Subscriptions	71,150
Printing and Postage	17,213
Meetings and travel	27,479
Advertising	5,227
Total Other Operating Expenses	<u>\$ 475,248</u>
Depreciation	1,541,042
Total Operating Expenses	<u>\$ 22,438,393</u>
General Revenue:	
Interest income	27,062
Gain on disposal	-
Total General revenue	<u>\$ 27,062</u>
Changes in net position	\$ 289,922
Net Position:	
Beginning of Year	<u>\$ 22,849,356</u>
End of Year	<u><u>\$ 23,139,278</u></u>

Abby Kelley Foster Charter Public School

Statement of Net Position (Unaudited)

As of June 30, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	8,859,521.20
Accounts Receivable	6,866.66
Other Current Assets	218,360.22
Total Current Assets	\$9,084,748.08
Fixed Assets	37,273,918.30
Other Assets	0.00
TOTAL ASSETS	\$46,358,666.38
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	202,080.88
Credit Cards	7,839.30
Other Current Liabilities	2,570,295.91
Total Current Liabilities	\$2,780,216.09
Long-Term Liabilities	20,441,039.11
Total Liabilities	\$23,221,255.20
Equity	23,137,411.18
TOTAL LIABILITIES AND EQUITY	\$46,358,666.38

Abby Kelley Foster Charter Public School
Operating Budget
Fiscal Year 2022 (Approved 4/28/2021)

Operating Revenue:

Per-Pupil Tuition	20,828,322
Per-pupil transportation	1,235,000
Grants - Government	3,291,938
Other	115,000
Program specific grants - private	20,000
Total Operating Revenue	<u>\$ 25,490,260</u>

Operating Expenses:

Personnel and related costs:

Salaries	13,747,470
Payroll taxes and benefits	2,901,515
Recruitment Staff Development	259,250
Total Personnel and related costs	<u>\$ 16,908,235</u>

Direct Student Costs:

Student Transportation	1,356,592
Food Services	447,808
Contracted Services	260,100
Instructional Software and Equipment	202,344
Office and classroom supplies	878,103
Other Student Activities	202,737
Total Direct Student Costs	<u>\$ 3,347,684</u>

Occupancy:

Interest	686,720
Utilities	870,034
Facility Maintenance	725,784
Insurance	154,241
Equipment Lease	84,000
Other	10,000
Total Occupancy Costs	<u>\$ 2,530,778</u>

Other Operating Expenses:

Professional Services	296,760
Contracted Services	44,000
Other	28,720
Dues and Subscriptions	47,836
Printing and Postage	5,500
Meetings and travel	383,100
Advertising	2,500
Total Other Operating Expenses	<u>\$ 808,416</u>

Depreciation	1,704,729
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Total Operating Expenses	<u>\$ 25,299,843</u>
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General Revenue:

Interest income	3,000
Gain on disposal	-
Total General revenue	<u>\$ 3,000</u>

Changes in net position	\$ 193,417
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Net Position:

Beginning of Year	<u>\$ 23,139,278</u>
End of Year	<u><u>\$ 23,332,695</u></u>

Abby Kelley Foster Charter Public School Estimated 10 Year Capital Plan - FY2019 thru FY2027		
Location	Project Description	
Elementary	Front Replacement	\$ 10,000
Elementary	Lighting retrofit change current T12, T8 to LED	\$ 100,000
Elementary	Brick Repointing	\$ 50,000
Middle School	Exterior Stairwell Drain - Clear or replace drain in stairwell to cafeteria. Fire exit.	\$ 40,000
Middle School	BRM Space roof leak	\$ 50,000
Middle School	Plumbing - Enhance and segregation of plumbing,	\$ 100,000
Middle School	Lighting retrofit change current T12, T8 to LED	\$ 75,000
High School	Epoxy Flooring - Resurface epoxy flooring in kitchen	\$ 30,000
High School	Parking Lot	\$ 575,000
Middle School	HVAC Upgrade - Enhance HVAC for climate control.	\$ 2,500,000
System Wide	Security Camera Installation - Installation of security cameras throughout buildings and grounds.	\$ 120,000
System - Wide	Furniture Replacement - Annual allotment to replace one grade of classroom furniture per year.	\$ 650,000
System - Wide	Equipment Replacement - Annual allotment for replacement of maintenance and custodial equipment.	\$ 100,000
System - Wide	Life Safety Improvements - I annual; Allotment - improvement to existing life safety systems. Detection, suppression, etc.	\$ 200,000
Activity Center	Building Upgrades	\$ 65,000
Total 10 Year Estimated Capital Plan- Building & Grounds		\$ 5,000,000

Appendix A

	2020-2021 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples.
Objective: Abby Kelley Foster Charter Public School provides students with an excellent education outcome by implementing the International Baccalaureate Programme		
Measure: 70% of the grade 12 students participating in the International Baccalaureate Programme will achieve a score of 3 or higher on the IB exam annually.	Met	98% of our 12 th grade students scored a 3 or higher on the International Baccalaureate exam. 100% of the full IB diploma students received their IB diploma.
Measure: Each year, 85% of the Grades 8-10 core subject teachers will align their unit and lesson planning with the IB learner profile.	Met	Department meetings were held monthly in person and via zoom to monitor lesson planning using backward design to ensure lower grades are aligning the curriculum to study skills, time management and open mindedness, viewing information from different perspectives. Department meeting notes and attendance are collected by the IB coordinator and/or the principal.
Objective: Abby Kelley Foster Charter Public School will provide teachers and staff with opportunities to engage in effective professional development to support academic excellence.		
Measure: Each year, 85% of the K-12 staff will attend a minimum of two professional development sessions in their subject area.	Met	All teachers and administrators attended two or more professional development sessions in their subject matter totaling \$52,963. 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.	Not Met	Three teachers in grades 8-10 attended virtual IB training in the areas of biology, music and theory of knowledge.
Measure: By the end of the charter term, 85% of the teachers in Grades 8-10 will use the IB teaching method in their instruction as demonstrated via the school's teacher evaluation system.	Met	100% of the teachers in grades 8-10 were subject to virtual observations and lesson plan reviews regarding the IB approaches to learning. Of that number, the IB coordinator focused on Grade 110 research skills and plagiarism. Final teacher evaluations and observations are documented in TeachPoint.
Objective: Abby Kelley Foster Charter Public School will provide students with access to an excellent music program.		
Measure: 100% of the high school students participating in the instrumental and vocal programs will demonstrate competence of their musical instrument by their senior year as measured by a solo performance assessment annually.	Met	100% of the seniors participating virtually and in person in the instrumental and vocal program demonstrated musical competence as measured by a solo performance assessment. Student performances included IB assessments are maintained by the music director.

Measure: The music department will increase the visibility of the K-12 ensemble performances based on the 2014 National Music Standards.	Met	The music department increased their visibility virtually during the school year including virtual concerts, you tube performances, and virtual musicals. Grade 6 Strings 8th and 9th grade First Virtual Performance final Grades 8-12 String
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	2020-2021 Performance (Met/Not Met)	Evidence
Objective: Abby Kelley Foster Charter Public School will support parents as partners in their child's education.		
Measure: Annually, 75% of the Elementary School parents/guardians surveyed will report that Abby Kelley Foster supports parents as partners in their child's education. At least 40% of parents will take the survey annually.	Not Met	The District determined it was necessary to survey K-12 parents. The results of the survey have not been compiled at the time of this report.
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.	Not Met	Due to Covid restrictions the school could not host in person character virtue breakfasts. However, the school hosted virtual character awards which both students and parents attended.
Measure: Annually, 50% of the High School parents/guardians will attend a parent information night regarding college planning, financial planning and/or the IB Programme.	Met	50% of the families participated virtually regarding college planning, finance and/or IB information sessions. The sessions were hosted by the guidance and/or IB department. Documentation is collected by the guidance department.
Objective: Abby Kelley Foster Charter Public School students will model the school's character virtues.		
Measure: 100% of the students in each graduating class will complete 50 hours of community service over the course of their high school career.	Not Met	The class of 2021 requirement for community service hours was waived for the 2020-2021 school year due to Covid restrictions.
Measure: Each year, the Elementary School and Middle School students will each complete a minimum of two school-based community service projects.	Met	The elementary and middle school staff and/or coordinated community service activities to support Bucky's Food Pantry, Good Samaritan Food Pantry, Coalition for a Healthy Worcester, Earth Day Clean up and Abby's Attic. The school district held fundraisers for the families of the district who lost their home to a fire and those impacted by death of a family member due to Covid.
Objective: Abby Kelley Foster Charter School will partner with area public schools to create a network of learning opportunities and sharing of best practice over the term of the charter.		
Measure: Abby Kelley Foster will engage annually with a local public school to share best practices regarding Abby Kelley Foster's response to the intervention model and/or co-teaching model.	Met	The Elementary Principal met virtually with the principal of Nelson Place (WPS) to coordinate student support programming and special education services. Documentation maintained by the ES principal.
Measure: Annually, Abby Kelley Foster will share best practices regarding the IB method by collaborating with the	Met	The HS IB teachers and IB Coordinator participated in virtual meetings in their

Guild of International Baccalaureate Schools (GIBS) of the Northeast.		subject matter throughout the school year. Documentation maintained by the IB coordinator.
Measure: Annually, Abby Kelley Foster will host one GIBS meeting to collaborate with regional IB instructors in the areas of lesson planning, exam preparation, skill development and assessment.	Met	Abby Kelley Foster hosted the GIBS regional IB Coordinators meetings virtually. Documentation maintained by the IB coordinator.

Appendix B

School Name: Abby Kelley Foster Charter Public School

2020-2021 Implementation Summary:

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

Abby Kelley Foster Charter Public School enrollment campaign for the 2021-2022 academic school year began in October and concluded in February. The majority of new students entering the school enroll in Kindergarten. The school's waitlist includes siblings for grades 1-6. The school accepted 120 Kindergarten students. Demographic data is not available until the school reopens and kindergarten screening will be completed in the fall for students who did not attend the May screening. The Special Education Director collaborates with the Community Healthlink, and the MultiCultural Wellness Center to recruit and support students with disabilities, low income students and those students with a second language spoken at home.

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

General Recruitment Activities for 2021-2022 **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 Announcements (open house dates and deadlines) were on social media and websites.
- 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 recruit interns to work with our families and provide them with access to community resources including special education services and language support.
- The enrollment office collaborates with the school counselor, special education director and ELL coordinator to host parent meetings to educate our families regarding community resources.
- Community Partnerships 50 area non-profits (YMCA, Girls Inc, Friendly House)

Recruitment Plan –Strategies 2021-2022
List strategies for recruitment activities for each demographic group.

Special Education

**Special Education
(a) CHART data**

School percentage:
12.1%
GNT percentage:13.5%
CI percentage: 14%

The school is below
GNT percentages and
below CI percentages

(b) 2020-2021 Strategies

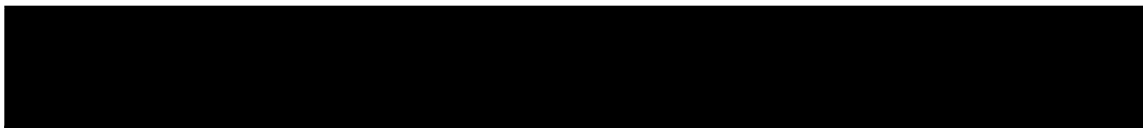
- ☐ Met GNT/CI: no enhanced/additional strategies needed
- Due to Covid restrictions some strategies and partnerships were not available for in-person..
 - The Special Education Director will collaborate with the Elementary School staff to provide information to kindergarten applicants regarding the school's special education program.
 - The Special Education Director and/ or the Special Education Coordinator provides kindergarten applicants with information regarding the school's speech and language programs.
 - The Special Education Director will collaborate with French River Education Center to share admissions information and related services.
 - The Special Education Director will consult with Assumption College's Counseling program regarding supporting the city's high needs population.
 - The Special Education Director will consult with the school's outside service providers (related services providers) regarding the school's enrollment process.
 - The Special Education Director will collaborate with the Multicultural Wellness Center, Boys and Girls Club, Girls Inc, YWCA, YMCA, and Friendly House to provide enrollment information for families with children with a disability.
 - The Special Education Director will collaborate with Assumption College School of Counseling to provide families with programmatic information.
 - The Special Education Director will attend open houses during the enrollment campaign for families with children who have a disability.
 - The Special Education Department will participate in the Kindergarten Screening Process to provide parents with programmatic information.
 - The enrollment office will provide families with information regarding the school's special education program.
 - The Special Education Director will review the special education programs with interested families as requested.

(c) 2021-2022 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 MultiCultural Wellness Center and Community Health. Due to Covid restrictions in person meetings without community service providers were held via conference call. The incoming students in Kindergarten may not have been identified as requiring special education. Students entering

	the 21-22 school year who previously attended WPS school have not been evaluated during the 2020-2021 school year. The students will be evaluated by AKFCS in the fall.
<p>EL (a) CHART data</p> <p>School percentage: 13.7 % GNT percentage: 11.6% CI percentage:13.5 %</p> <p>The school is GNT percentages and above CI percentages</p>	<p>(b) 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • The English Learner Director will collaborate with the Enrollment office to participate in the open house sessions. • The EL Director participates in the kindergarten screening process to support families who have been identified as limited English proficient through the enrollment process. • The EL Director will collaborate with the Special Education Director to support the needs of students with disabilities who have been identified as EL. • The Enrollment Office will ensure that translated information is available to families. • Abby Kelley Foster will work with the elementary, middle and high school guidance department to provide parents with information regarding the availability of English learners services within the school and the community. • The school will provide information on the school's website regarding the EL program with applications available in Spanish, Portuguese, Twi Vietnamese, Polish which are our predominant languages. <p>(c) 2021 2022 Additional Strategy(ies), if needed</p> <p>Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p>Economically Disadvantaged (a) CHART data</p> <p>School percentage: 48.0 GNT percentage:34.8% CI percentage: 39.2</p> <p>The school is <u>above</u> GNT percentages</p>	<p>(b) 2020-2021 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Abby Kelley Foster will provide enrollment information to area preschool programs including open house dates and application deadlines including but not limited to programs in the school's geographical area. • The enrollment office will collaborate with counselors from community healthlink to ensure families have access to community resources. • The school will provide enrollment information to Boys and Girls Club, Girls Inc, YWCA, YMCA, Friendly House and ArtReach a before and after school program for Worcester public school families • The Enrollment Coordinator will continue to coordinate with the after school program to host a parent information session.

	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<u>Students who are sub-proficient</u>	<p align="center">(d) 2020-2021 Strategies</p> <ul style="list-style-type: none"> Abby Kelley Foster Charter Public School will continue to review Worcester Public School demographic information provided by Worcester Regional Research Bureau. Abby Kelley Foster Charter Public School will continue to work with the preschool programs to share enrollment information. The Special Education Director and EL Director will work with the enrollment office to share information regarding community resources and programs including areas in the city where the enrollment office should target.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2020-2021 Strategies</p> <ul style="list-style-type: none"> The high school principal, assistant principal, guidance counselor and special education director will collaborate to support and develop a plan for students at risk of dropping out. The plan will include scheduled before and/or after school extra help sessions, weekly meetings with the guidance and/or a member of the school administration and parent meetings. Abby Kelley Foster will work with parents and students to provide academic information sessions for at risk students. Abby Kelley Foster Charter Public School will provide parents and students with the opportunity to attend school wide information sessions regarding school programs, after and before school activities and programs and provide students with before and after school tutoring sessions



<p>Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2020-2021 Retention Plan.</p>
<p align="center">2020-2021 Implementation Summary:</p> <p>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.</p> <p>The enrollment coordinator meets with interested families and those who are transferring. The students transferring from Abby Kelley Foster at the end of the 2020-2021 school year are moving out of state, attending a vocational school, private high school or returning to their home district for more competitive sport programs. Our school cannot accommodate the vocational program many parents and students are seeking.</p>

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

Retention Plan –2021-2022 Strategies List strategies for retention activities for <u>each</u> demographic group.	
<p><u>(a) CHART data</u></p> <p>School percentage:4.7 % Third Quartile:10.2 %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The special education director will host parent information sessions to provide parents with information regarding special education services.</p> <p>The special education director will meet annually with the parents of students identified with special needs to ensure the education program designed to meet their child's needs is appropriate.</p> <p>Abby Kelley Foster will provide parents with information regarding special education annually.</p> <p>The special education director will meet with parents to discuss concerns and best practices for improving school communication.</p>
	<p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>(a) CHART data</u></p> <p>School percentage: 2.5% Third Quartile: 10.3</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed The school will continue to use the school's student information system to provide families with translated enrollment information, special education documents and school documents.</p> <p>The ELL parent group will continue to meet during the school year. Parents will be provided school and student academic information in the language they request. The school guidance office will work with families to provide access to community resources.</p> <p>The school will offer parent information sessions regarding school academic and program information.</p>
	<p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELs were enrolled during the school year. No retention strategies needed.</p>

<p><u>(a) CHART data</u></p> <p>School percentage:3.4 %</p> <p>Third Quartile: 9.7 %</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2020-2021 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <p>The school guidance counselors will host parent community after school sessions to provide them with information regarding access to community resources.</p> <p>The school will host parent information and literacy nights over the course of the school year.</p> <p>The school will provide families with information regarding community resources including the multicultural wellness center programs.</p> <p>(c) 2021-2022 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2020-2021 Strategies</p> <p>The school will offer all students after school tutoring for students in grades 5-12.</p> <p>The school may offer before school tutoring for students in grades K-4.</p> <p>High school students with an average below a seventy in a core subject will be required to attend after school sessions.</p> <p>The school will offer ELL assistance sessions during school vacation weeks, after school and/or on Saturdays.</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2020-2021 Strategies</p> <p>The guidance office in partnership with the Multicultural Wellness Center will provide students and their families with information regarding community resources, college application process, financial aid and academic program requirements.</p> <p>The school guidance counselors and special education director will collaborate with the counselors from Community HealthLink to work with students who are at risk of dropping out.</p>

Appendix C

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

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

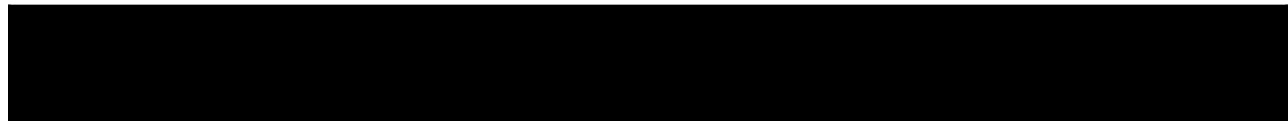
STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	772	54.1
Asian	49	3.4
Hispanic	278	19.4
Native American	8	0.6
White	247	17.3
Native Hawaiian, Pacific Islander	0	0
Multi-race, non-Hispanic	72	5.1
Special education	172	12.1
Limited English proficient	195	13.7
Economically Disadvantaged	684	48.0

ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Heidi Paluk, Interim Executive Director	Implemented the goals and objectives of the BOT.	July 1, 2020	
Christopher Kursonis, High School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	
Amy Puliafico, Middle School Principal	Implement the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2013	
Amy Emma, Elementary School Principal	Implemented the goals and objectives of the ED, including academic policy and procedure, discipline, professional development.	July 1, 2007	July 31, 2020 Retired
Amelie Tambollo, Director of ESL	Oversees the ESL program	March 12, 2008	
AnnMarie Little, Director of Special Education	Implements the goals and objectives of the Ed and oversees all student support services.	July 1, 2001	
Alisha Carpino, Director of Finance and Operations	Administers and oversees all business transactions including budget development.	September 9, 2020	
Mike Grennon, Director of Facilities	Oversees the operation of the three school buildings and fields	January 1, 2019	

TEACHERS AND STAFF ATTRITION FOR THE 2020-2021 SCHOOL YEAR				
	Number as of the last day of the 2020-2021 school year	Departures during the 2020-2021 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	158	0	9	Salary, school closer to home, retirement, moved out of state.
Other Staff	52	1	8	Retirement and reorganization of maintenance department

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2021	6
Minimum number of board members in approved by-laws	5
Maximum number of board members in approved by-laws	11
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (If not applicable, enter NA.)	N/A

BOARD MEMBERS FOR THE 2020- 2021 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Celia Blue	Chair	Finance Facilities	3	9/6/2011-6/30/2014 7/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-6/30/2023
Patrick Royce	Treasurer	Finance Facilities	2	12/1/2014-6/30/2017 7/1/2017-6/30/2020 7/1/2020-7/1/2023
Randy Schmid	Resigned January 2021	Finance Facilities	2	9/26/2013-6/30/2016 7/1/2016-6/30/2019 7/1/2019-6/30/2022
Shelley Yarnie	Clerk	Education	1	7/1/2017-6/30/2020
Bibiche Zagabe-Ndiku	Member	Finance Facilities	0	2/29/2020-6/30/2022
Amy Vernon	Member	Education	0	4/6/2020-6/30/2023
Jei Park	Member	Education	0	10/6/2020-6/30/2023



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

Facilities

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

Enrollment

Action	2022-2023 School Year Date(s)
Student Application Deadline	February 1, 2022
Lottery	February 25, 2022

